

# **SPECIAL EDUCATION REPORT TO THE BOARD OF PUBLIC EDUCATION**

**July 2011**



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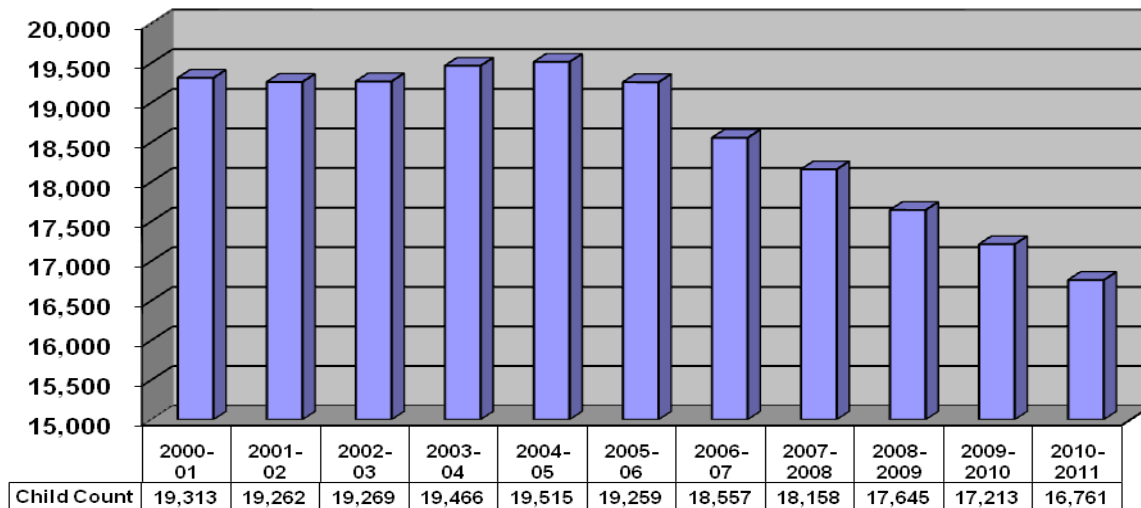
## **Part 1- Students Served**

### **Special Education Child Count and Student Enrollment**

Public schools must make available special education and related services to all IDEA-eligible (Individuals with Disabilities Education Act) students with disabilities beginning at age three and through age 18. Services to students, ages 19, 20, and 21, are permissive. That means the decision to serve 19, 20 and 21-year-old students is determined by the policies of the school district board of trustees [20-5-101(3), Montana Code Annotated (MCA), and Administrative Rules of Montana (ARM) 10.16.3122].

Students with disabilities receive a wide range of services, including specially designed instruction, transition services, assistive technology, and related services such as speech-language therapy, occupational therapy, and physical therapy. Both the type and the extent of services a student receives are individually determined based on the educational needs of the student.

**Special Education Child Count Longitudinal Data - Students Ages 3-21**



This is a count of students with disabilities who have a valid Individualized Education Program (IEP) in accordance with IDEA and are receiving services indicated on the IEP on the first Monday in October. The count includes students who are enrolled in public schools, publicly funded schools, residential treatment facilities that contract with the OPI to provide services to their students who are Montana residents, and students who are in private or home schools and are receiving services from a public school in accordance with a Services Plan.

Source: Child Count Data Files ([Opnlntprd3/Share/SEDATA/BPE Report/July 2011](#) and [Share/SEDATA/Data Manager/Data ManagerInformation/Child Count](#))

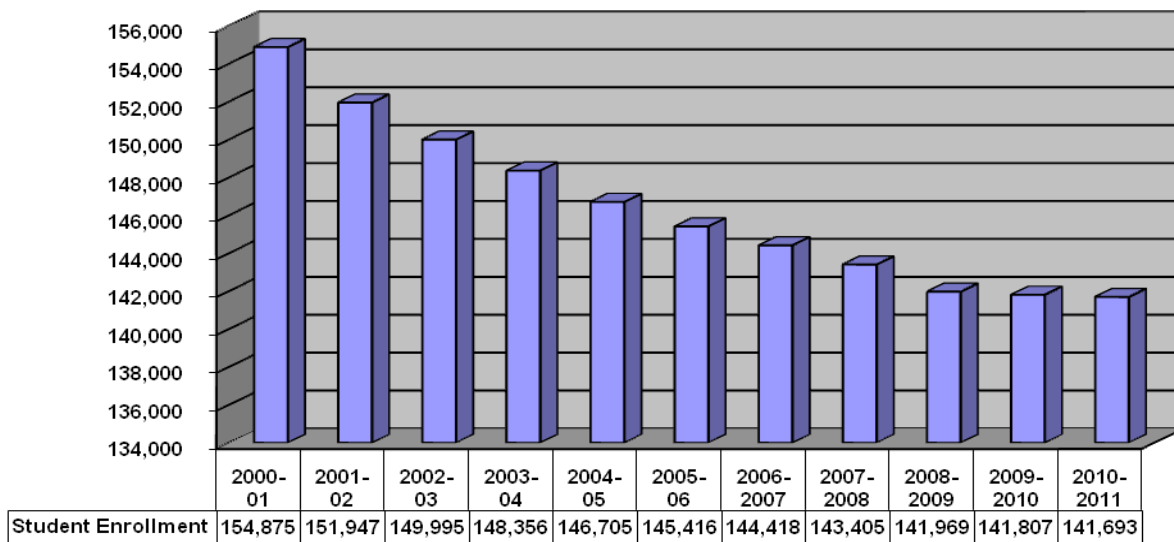
Analysis of the October 4, 2010, Child Count data (term used for the collection of student special education data) shows there was a decrease of 452 students from the previous year with the most significant decreases occurring in the speech-language impairment and learning disabilities categories. Analysis of the data also showed a significant decrease in the count of students reported in the disability category of emotional disturbance. Factors affecting the decrease include implementation of positive behavioral supports in general education and the positive effects of the implementation of over 100 Comprehensive School and Community Treatment Services (CSCT) programs in schools across the state. Students are not required to be eligible for special education services to receive CSCT services.

The disability category showing the most significant increase (7.27%) is Autism. This is reflective of what is occurring nationwide. Factors affecting this are the increase in numbers of students previously identified as having Autism and moving into Montana, as well as an increase in knowledge of how to more effectively identify children who meet the criteria for Autism as well as a consistent definition of autism over the past several years.

Montana's Child Count (term used for the collection of student special education data) grew steadily from 1996 through 2001. From 2001 to 2005, the count has leveled off. Since then the count has decreased steadily.

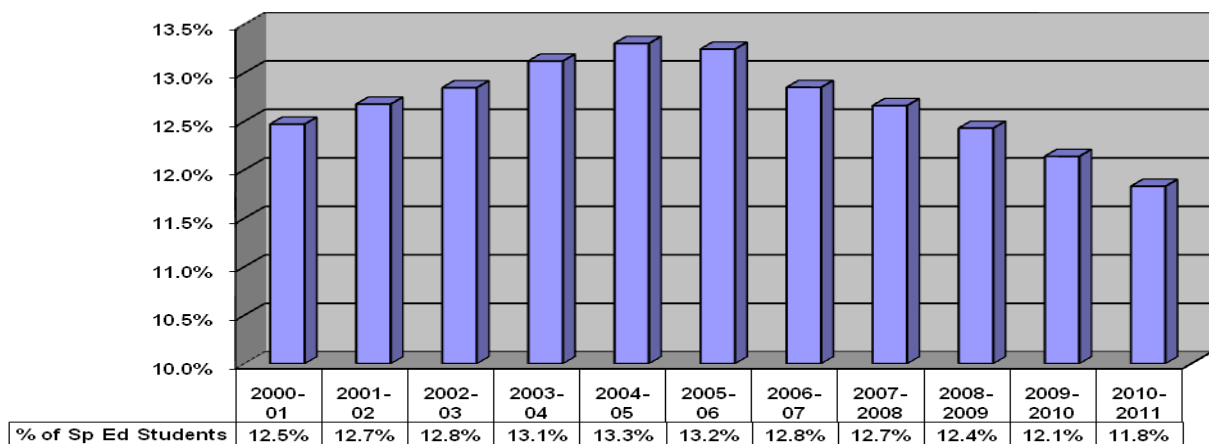
In contrast, Montana's public school enrollment has shown a steady decline since 1996. Because of declining enrollment at the same time special education Child Count has either grown, remained steady, or since 2006 has decreased, the proportion of students served by special education has decreased. Since the 2006-2007 school year, the enrollment in Montana's public schools has decreased by 2 percent and the Child Count has decreased by nearly 10 percent. There are probably several factors involved here, but certainly the implementation of Response to Intervention (RTI) in the schools is a contributing factor in the decrease.

#### Student Enrollment Longitudinal Data Grades Pre-Kindergarten through 12



Source: [Montana Public School Enrollment Data](#) (Published yearly by the OPI)

#### Proportion of All Students Enrolled in Public Schools Who are Special Education



NOTE: Percentage is calculated by dividing the special education student count for the year by the total student enrollment for the same year.

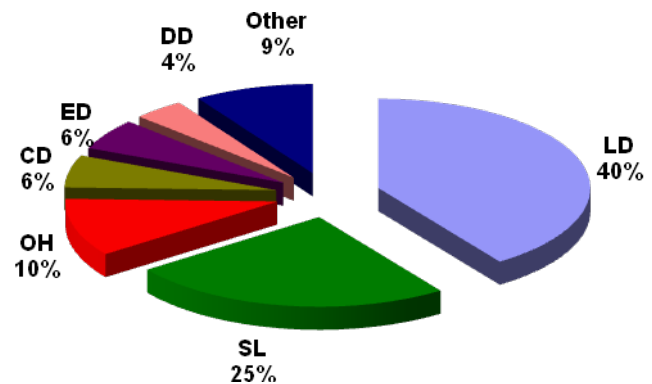
## Student Identification by Disability

The categories of Learning Disability and Speech-Language Impairment represent two-thirds of all students receiving special education services (LD=40%; SL=25%). The number of students identified under the category of Learning Disability decreased by 338. This decrease is the result of several large districts in Montana implementing general education interventions, including scientifically based instructional programs that reduced the number of students referred for special education.

A U.S. Department of Education, Office of Special Education Programs, policy letter issued in the early 1990s, and subsequent federal regulations finalized in March of 1999, listing attention deficit disorder/attention deficit hyperactivity disorder in the definition for Other Health Impairment (OH) have resulted in a dramatic increase in this disability category shortly after the change, but has leveled off in recent years. The number of students in Montana identified as OH grew from 177 students reported in FY '90 to 1,754 students reported in FY '11.

The number of students identified as having Autism (AU) has also increased substantially over the last 10 years. While Autism is considered a low-incidence disability category, the cost to address the needs of a child with Autism is high. In the first year that students were reported under Autism in Montana (FY '92) only two students were reported. Subsequent years have seen steady increase with the most recent count (FY '11) at 617 students reported.

**Disabilities by Percentage of Total Number of Students with Disabilities – 2009-2010 School Year**



**DISABILITY ABBREVIATIONS and Student Count for the 2010-11 School Year**

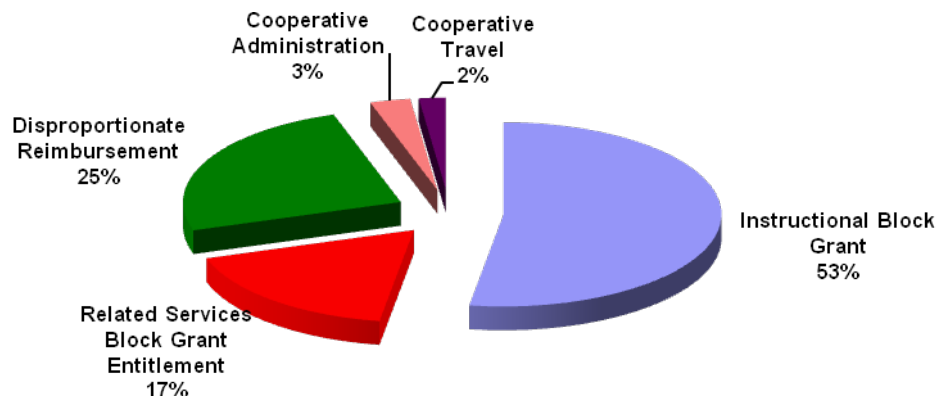
<b>LD</b>	<b>Learning Disability – 6,756</b>
<b>SL</b>	<b>Speech-Language Impairment - 4,141</b>
<b>OH</b>	<b>Other Health Impairment - 1,754</b>
<b>CD</b>	<b>Cognitive Delay - 983</b>
<b>ED</b>	<b>Emotional Disturbance - 942</b>
<b>DD</b>	<b>Developmental Delay - 655</b>
<b>Other</b>	<b>Total – 1,530</b>
<b>MD</b>	<b>Multiple Disabilities - 567</b>
<b>AU</b>	<b>Autism - 617</b>
<b>HI</b>	<b>Hearing Impairment - 127</b>
<b>OI</b>	<b>Orthopedic Impairment - 61</b>
<b>VI</b>	<b>Visual Impairment - 63</b>
<b>TB</b>	<b>Traumatic Brain Injury - 58</b>
<b>DE</b>	<b>Deafness - 23</b>
<b>DB</b>	<b>Deaf-Blindness - 14</b>

Source: Special Education Child Count conducted on October 4, 2010  
Opini\ntpr3\Access\Division\SpecialEducation\SQLCC\tblcc Child Count 2011.

## **Part 2 - Funding**

### **Preliminary State Special Education Appropriation for 2011-2012 School Year**

Montana's special education funding structure distributes state appropriations in accordance with 20-9-321, MCA, based on a combination of school enrollment (not special education child count) and expenditures. Seventy percent of the appropriation is distributed through block grants (instructional block grants and related services block grants), which are based on enrollment. Twenty-five percent is distributed through reimbursement for disproportionate costs, which is based on expenditures. The remaining 5 percent is distributed to special education cooperatives to cover costs related to travel and administration. The following represents the breakouts for FY '12. When final figures are available, the information will be forwarded to the Board and its members.



### **Preliminary State Entitlement for 2011-2012 School Year**

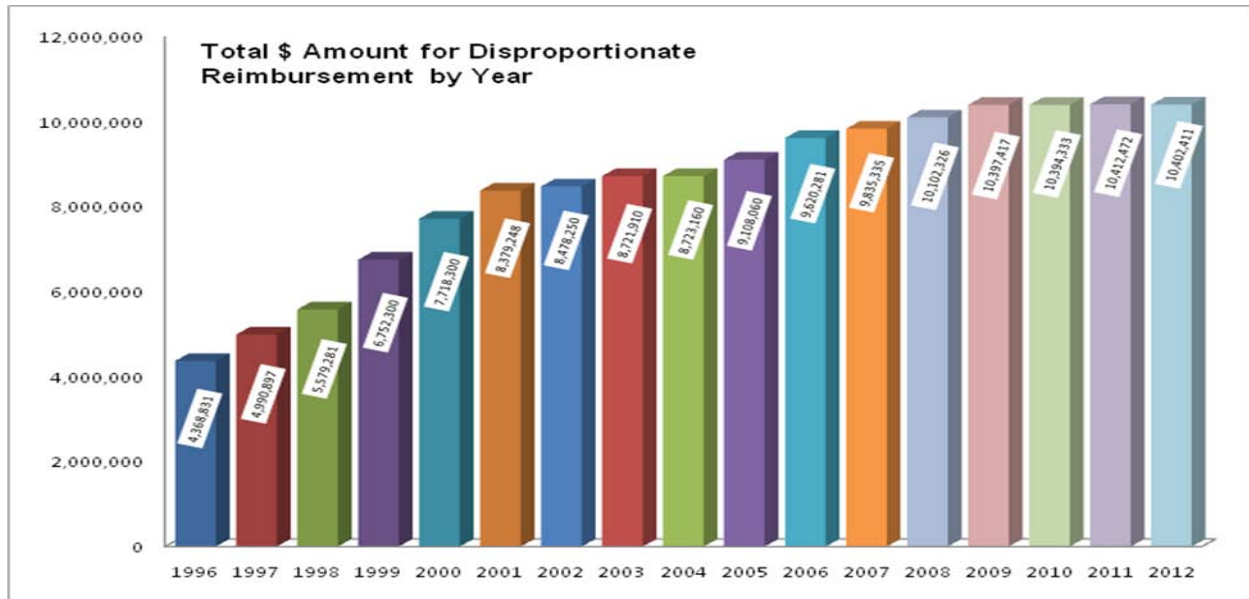
Instructional Block Grant	\$21,867,538
Related Services Block Grant	\$7,286,939
Disproportionate Reimbursement	\$10,402,411
Cooperative Administration	\$1,248,289
Cooperative Travel	\$832,193
<b>TOTAL</b>	<b>\$41,637,370</b>

NOTE: The total payment to schools is less than the total appropriation. A small amount of the appropriation is withheld to compensate for adjustments to ANB. Source: MAEFAIRS Qry Table SpecialEducation Dispro Cost and COOP SPED tables, created 06/2011

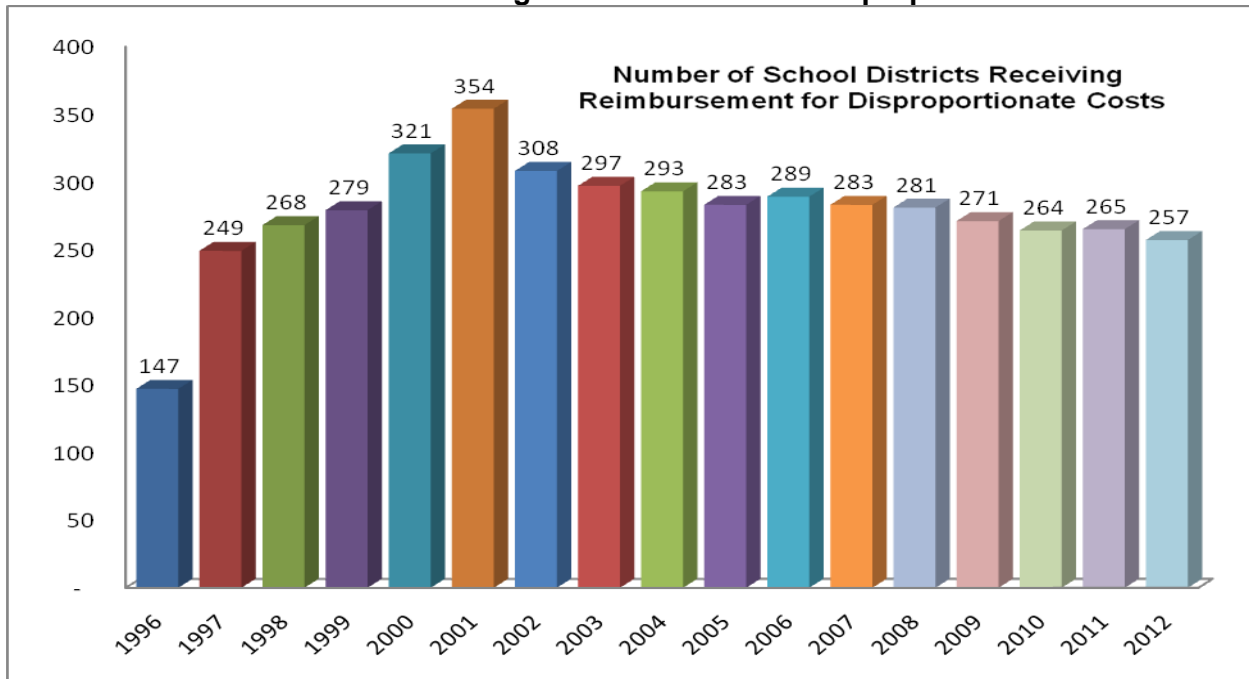


## Growth in Reimbursement of Disproportionate Costs

The proportion of the total state appropriation distributed in the form of reimbursement for disproportionate costs grew both in total dollars and in the number of districts receiving reimbursement for disproportionate costs through FY '01. The funding for disproportionate reimbursement was revised in FY '02 to fix the proportion of funds distributed under reimbursement for disproportionate costs and shift funding back to instructional and related services block grants. Today, any increase in funds distributed for purposes of reimbursement of disproportionate costs is due to an increase in overall appropriations for special education.



## Number of School Districts Receiving Reimbursement for Disproportionate Costs

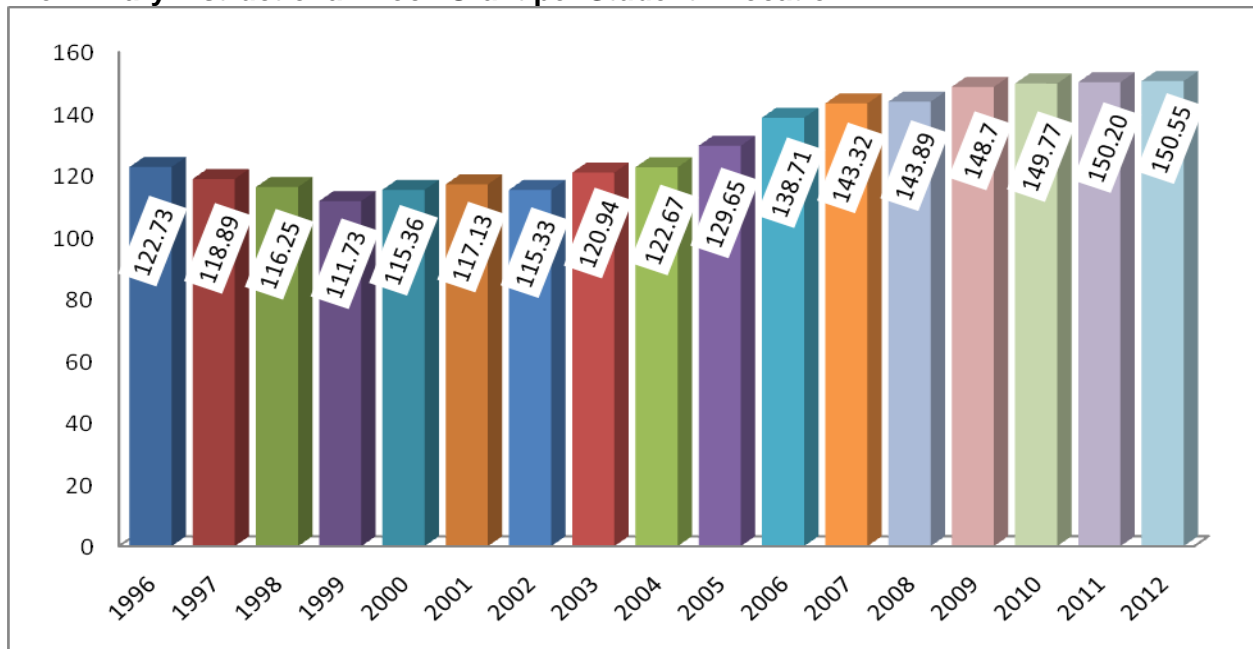


Source: MAEFAIRS Qry Table SpecialEducation Dispro Cost, created 06/2011

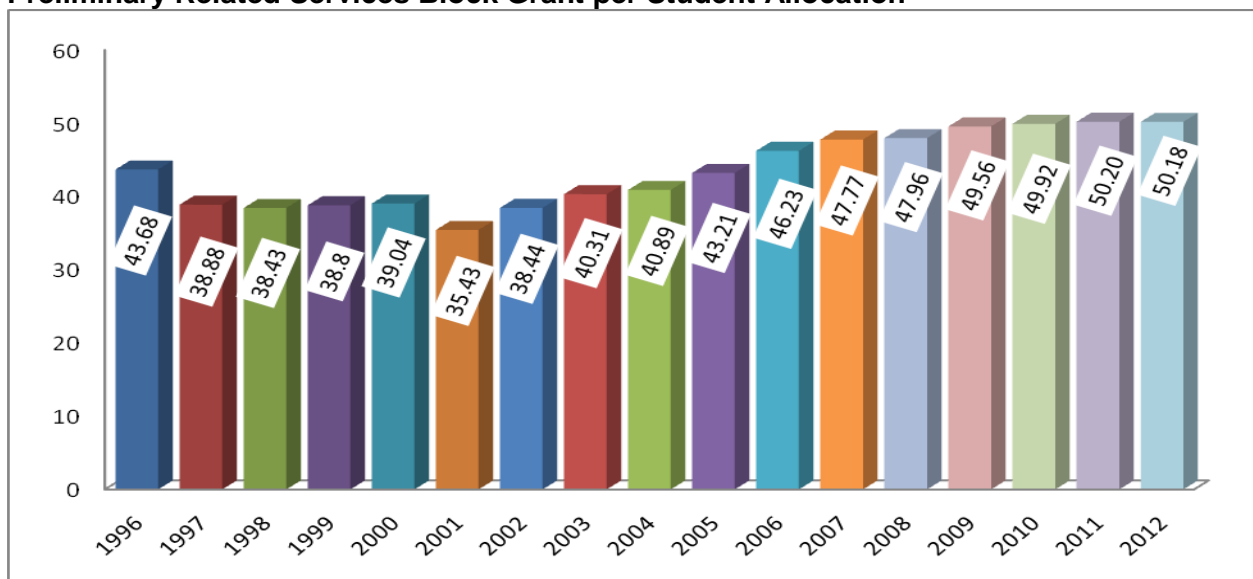
## Instructional Block Grants and Related Services Block Grants

With the 25 percent limit on the proportion of funds distributed in the form of reimbursement for disproportionate costs, the block grant rates (per student expenditure) are no longer declining and are instead increasing along with increases in state appropriations. This will benefit both schools and special education cooperatives. State special education cooperatives are significantly affected since they are not eligible for reimbursement for disproportionate costs and the related services block grant is the primary source of funding. This shift is supporting the structure of the funding model's emphasis on block grant distribution of funds.

### Preliminary Instructional Block Grant per Student Allocation



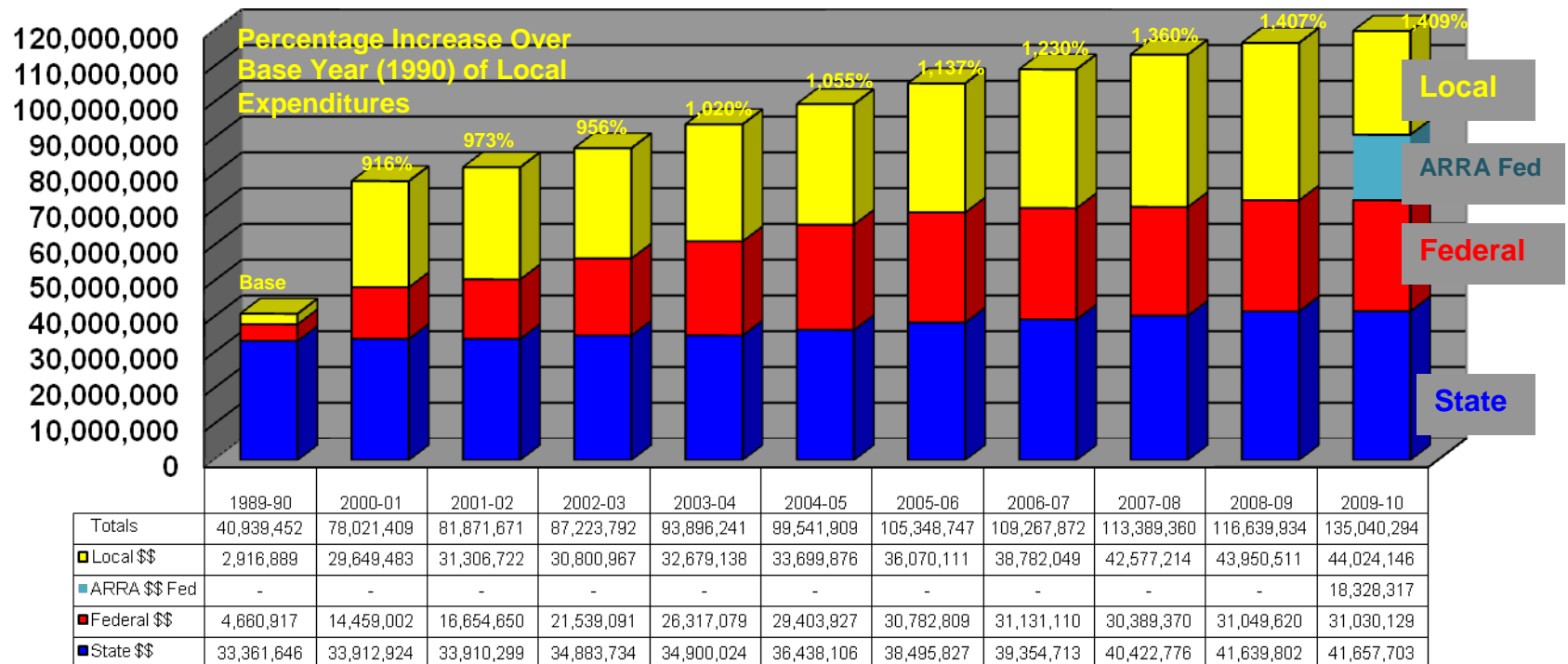
### Preliminary Related Services Block Grant per Student Allocation



Source: Source: GF Budget Spreadsheet, 06/2011

# Expenditures of State, Federal, and Local Funds Comparison by Year

Comparison by School Years 1990 - 2009



NOTE: This table may differ from previously released versions. Amounts are changed to reflect adjustments to trustees' financial summaries submitted by school districts.

Source: State - Special education payment amount provided by OPI accounting, which does not include reversion; Federal - Expenditures provided by OPI accounting (SABHRS year-end report); Local - Expenditures from board of trustees' financial summaries for special education allowable costs are reduced by the state payment amount to come up with the local amount.

### Federal

The growth in expenditures for special education has become an issue of national significance. On a national level, attention has been focused on the proportion of federal support for special education. The most recent information (November 2005) we have on the federal share of special education costs (national average) is 18.6 percent of the national average per pupil expenditure (Senate Democratic Appropriations Committee). Although this is a greater proportion of the national average per pupil expenditure than in the past, the proportion remains less than one-half the 40 percent level promised by Congress when the special education laws were first passed in the mid 1970s. If Congress were to fund special education at 40 percent of the national average per pupil expenditure, the level of funding would cover between 50 and 60 percent of Montana's special education allowable costs. This is due to relatively lower costs for special education in Montana, and the way the national average per pupil expenditure is calculated.

In Montana, approximately \$135 million were spent on special education in FY '10, based on preliminary data. This is a significant increase from FY '90 when approximately \$41 million of state, federal and local funds were spent on special education. Much of this increase can be attributed to inflation and an increase in the number of students served by special education. In FY '10, approximately \$49.3 million of the \$135 million Montana spent on special education came from federal revenue sources (approximately 36.5 percent). The increase in federal dollar expenditures in FY '10 was due to funds from the American Recovery and Reinvestment Act, which accounted for \$18 million.

### State

State appropriations for special education have fallen far short of the growth in costs. During a period of increased costs, coupled with flat state funding throughout the 1990s, the state share of the total costs of special education has slipped from approximately 81.5 percent in FY '90 to approximately 31 percent in FY '10.

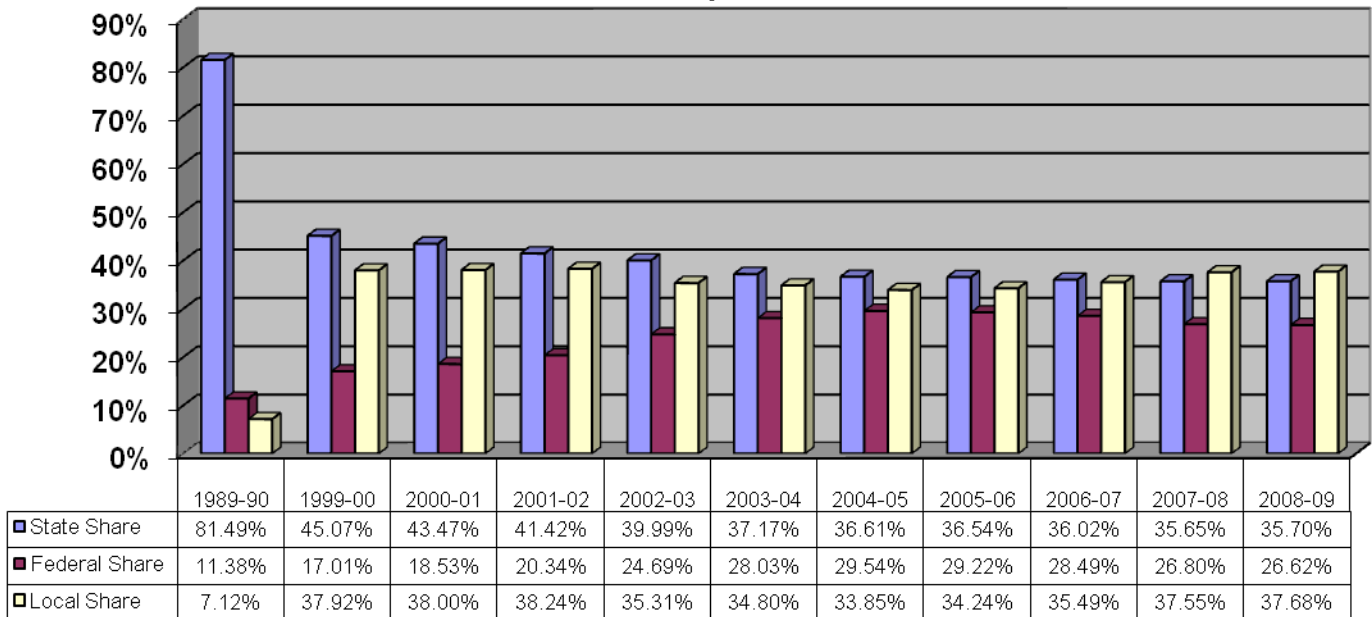
### Local

The greatest share of funding for increased costs of special education has come from the local general fund budgets. Local school districts have absorbed the increase in costs of special education by increasing their contribution from approximately \$3 million in FY '90 to approximately \$44.025 million for FY '10. This represents an increase of over 1,100 percent in local district contribution for special education. In FY '03, for the first time since FY '90, the local expenditures for special education funding decreased. This likely occurred because state funding increased slightly (3 percent) and federal funding increased by 29 percent. However, in FY '04, state funding leveled off and local expenditures again saw an increase. In FY '05 and FY '06, state funding increased; however, local expenditures also increased with FY '10 by just \$75 thousand, comprising approximately 32.6 percent of the special education costs in Montana.

The above fiscal data for FY '10 is still in preliminary stages. As final data are available, updated graphs and figures will be sent to the Board and its members.

For purposes of this discussion, "local funds" means special education expenditures from the district general fund that are above the amount specifically earmarked for special education. The revenue source for these "local funds" includes both state base aid, guaranteed tax base and local revenues. These "local funds" are generally perceived as local because they are drawn out of the general fund budget and would have otherwise been available for general education. This shift in the allocation of local funds has been a serious concern for schools and parents and has, for a number of years, created an atmosphere of competition for dollars.

### Percentages of State, Federal and Local Funds Covering Total Costs of Special Education



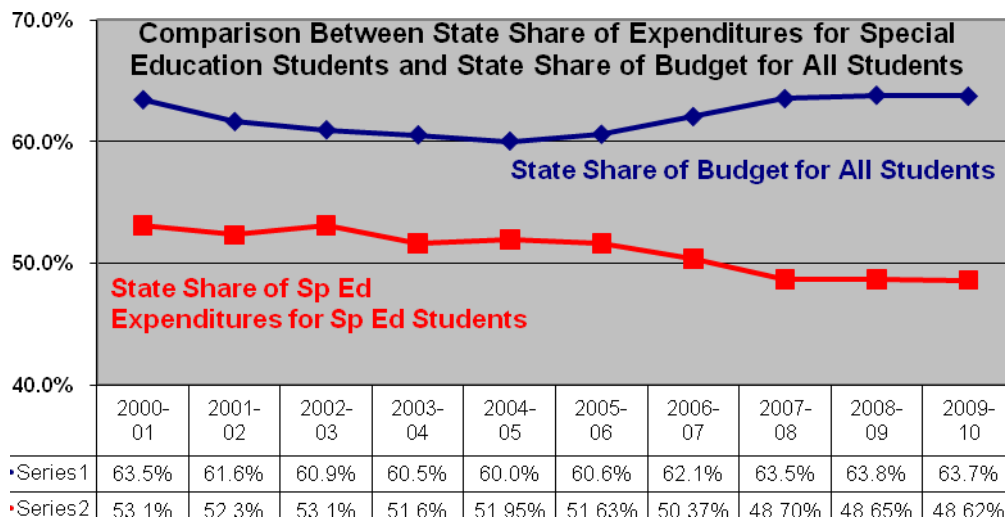
Source: State - Special education payment amount provided by OPI accounting

Over the years, the relative proportion of state, federal, and "local" funds covering the costs of special education has changed dramatically. State funding has remained relatively constant. Since FY '90, local districts have provided sizable increases in their contributions from "local funds." Beginning in FY 2000, federal funds have also increased substantially. As a result, by FY '06 the proportion of special education expenditures from state, federal and "local" funds is nearly equal.

## The General Fund

Another way to consider the impact of state funding of special education is to compare the percentage of state support for the school district general fund budget with the percentage of special education expenditures from earmarked state special education funds.

The percentage of special education expenditures in the general fund, coming from earmarked funds for special education, has slipped from approximately 89 percent in FY '91 to approximately 49 percent in FY '09. In the meantime, the state support of the general fund budget for all students has slipped from approximately 71 percent in FY '91 to approximately 63.8 percent in FY '09. At one time, the state share of special education general fund expenditures was 18 percent higher than the state share of the general fund budget for general education. By FY '10, the state share of special education expenditures was 15.1 percent lower than the state share of the general fund budget for general education.



Source: State - Special education payment amount provided by OPI accounting

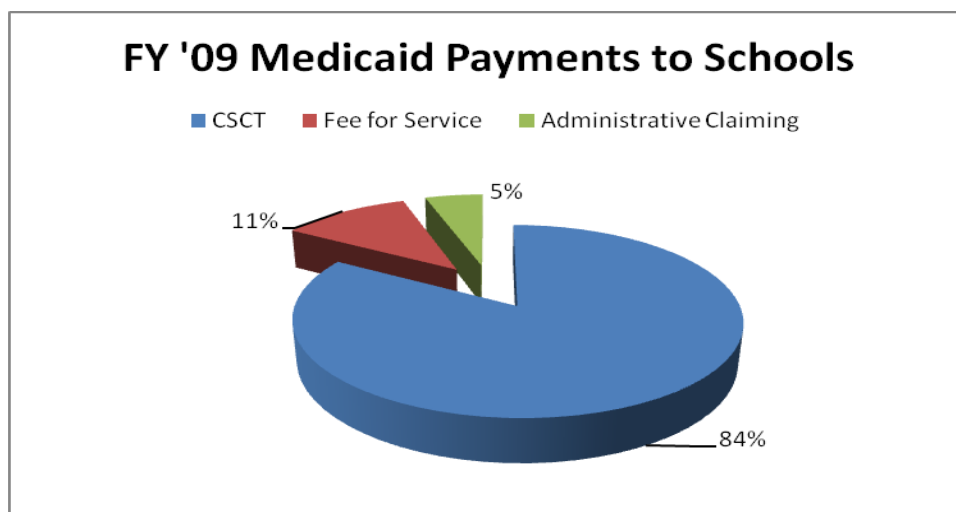
This chart is provided for the purpose of illustration. The comparison is between special education expenditures for special education students and general fund budgets for all students.

The portion of the budget for all students that is not state share is comprised of local revenues (property taxes, non-levy revenues, and reappropriated monies). The portion of the expenditures for special education students refers only to earmarked state appropriations.

## Medicaid

The Office of Public Instruction (OPI) and the Health Resources Division of the Department of Public Health and Human Services (DPHHS) have collaborated on a number of projects that have increased reimbursement to districts for certain special education costs. Additionally, the collaboration has led to an expansion in school-based Mental Health Services. The collaborative efforts were intended to expand Medicaid support of certain medical services provided by schools (e.g., school psychology, transportation, personal care attendants), establish a program for administrative claiming, and reinstate a school-based mental health program known as Comprehensive School and Community Treatment (CSCT).

Revenue to school districts has increased markedly as a result of the multiagency collaborative. Districts only receive the federal share of the Medicaid payment. A certification of match process is used to pay the state share of the Medicaid payment. Therefore, all increases in revenue to districts have come without any increase in cost to the state's general fund.



Source: DPHHS, Health Resources Division

There are three programs that provide Medicaid reimbursement to districts: 1) Fee for service provides reimbursement for special education-related services such as speech therapy, occupational therapy, and physical therapy (FY '09 payments to districts totaled \$2,523,820.15); 2) Administrative claiming compensates school districts for some of the costs associated with administration of school-based health services such as helping to identify and assist families in accessing Medicaid services and seeking appropriate providers and care (FY '09 payments to districts totaled \$1,129,299.85); and 3) CSCT services (FY '09 payments to districts totaled \$18,475,051.56). (Source for data on payments: DPHHS, Health Resources Division)

While fee for service and administrative claiming generally provided reimbursement for services already being provided by districts, the CSCT program was an expansion of services. The expansion re-established a school mental health program to help schools meet the growing need of serving children with serious emotional disturbance. The CSCT is a comprehensive planned course of treatment provided by Community Mental Health Centers in school and community settings. The CSCT services include: behavioral intervention, crisis intervention, treatment plan coordination, aftercare coordination and individual, group, and family therapy. Individualized treatment plans tailored to the needs of each student are developed by licensed mental health professionals in coordination with school staff.

Serious behavioral problems can significantly interfere with a student's education and the education of others. Community Mental Health Centers working in close cooperation with public school districts increase the likelihood that education and mental health programs are better coordinated. Because mental health professionals are present throughout the school day, they are available to intervene and redirect inappropriate behaviors and to teach appropriate behaviors and social skills at each opportunity. This "real-time" intervention in the "natural setting" promises to have a major impact on improving the effectiveness of children's mental health services and the quality of the educational environment for all children.

In FY '09, 3,272 children received CSCT services from 232 teams of therapists located in 83 cities. (Source for data: DPHHS, Health Resources Division)

Nearly all Medicaid reimbursements to districts for CSCT services are directly paid under contract to Community Mental Health Centers. Districts spend their Medicaid reimbursement from administrative claiming and fee-for-service on a wide variety of educational services.



## **Part 3 - Accountability**

### **Montana's State Performance Plan**

The *Individuals with Disabilities Education Improvement Act of 2004* requires states to submit a State Performance Plan (Part B – SPP) outlining efforts to implement the requirements and purposes of Part B of the Act, and describes how the state will improve such implementation [20 U.S.C. 1416(b)(1)].

The primary focus of the Performance Plan is based on three key monitoring priorities for the Office of Special Education Programs of the U.S. Department of Education:

1. Provision of a **free appropriate public education** (FAPE) **in the least restrictive environment** (LRE);
2. the state exercise of **general supervisory authority**, and
3. **disproportionate representation** of racial/ethnic groups in special education and related services.

Within each of the three monitoring priorities, performance indicators established by the United States Secretary of Education quantify and prioritize outcome indicators for special education. The state uses these 20 performance indicators to establish measurable and rigorous targets with which to assess performance of both local educational agencies and the state over the next six years.

### **Statistical Methods Used**

To ensure statistically sound data when evaluating the school district's or state's progress in meeting its established performance target, a minimum (N) and/or confidence intervals are applied to reduce the effect of small sample sizes on the determination of performance. Results based on small sample sizes have a wider margin of error than those based on large sample sizes. In other words, the larger the sample size, the greater the likelihood that the data are representative of the population and not due to random factors unrelated to student characteristics or educational programs, known as measurement or sampling error. The use of the minimum N and confidence intervals is intended to improve the validity and reliability of target determinations by reducing the risk of falsely identifying the state as having failed to meet the target, based on measurement/sampling error.

### **CSPD Regional Performance**

Performance data for each CSPD region are provided below. This includes performance indicators the state is required to publicly report. District performance reports can be accessed using the following link <https://data.opi.mt.gov/opireportingcenter/>. Assignment of a specific school district to a CSPD region is based on the counties within the border of the CSPD region.

## Indicator 1 – Graduation Rates

The graduation rate for students with disabilities is a status graduation rate in that it utilizes a cohort method to measure the proportion of students who, at some point in time, completed high school. For further information as to the formula used in defining the cohort used in the calculation, please refer to Montana's State Performance Plan at <http://www.opi.mt.gov/Programs/SpecialEd/Index.html>.

The two tables below provide an evaluation of regional performance status (Table 1.3), and state performance status (Table 1.1 and Table 1.2) related to the State's Performance Target for graduation rates. These evaluations are based on the 2008-2009 school year.

Target data for FFY 2009 for special education graduation rates are provided in Table 1.1 below. The data used is for the 2008-2009 school year.

**Table 1.1 Montana Graduation Rates for Students with Disabilities**

School Year	Graduate Count for Special Education	Total Special Education School Leaver Cohort	Graduation Rates for Special Education
	(a)	(b)	% = a/b * 100
2008-2009	813	1,086	74.9%

The data in Table 1.2 below demonstrates Montana's progress in meeting its performance target for FFY 2009.

**Table 1.2 Montana Performance Target Status for FFY 2009**

School Year	Graduation Rate for Special Education	Confidence Interval – High	Confidence Interval – Low	SPP Performance Target for FFY 2008	State Performance Status
2008-2009	74.9%	77.3%	77.2%	80.0%	Did Not Meet Target

**Table 1.3 Graduation Rates for Students with Disabilities for the 2008-2009 School Year**

	School Leaver Cohort Total	Graduate Count for Special Education	Completion Rate for Special Education	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
<b>State of Montana</b>	<b>1086</b>	<b>813</b>	<b>74.9%</b>	<b>77.4%</b>	<b>72.2%</b>	<b>80.0%</b>	<b>Did Not Meet Target</b>
CSPD Region I - PESA	131	102	77.9%	84.8%	68.9%		Met Target
CSPD Region II - MNCSR	183	139	76.0%	82.3%	68.2%		Met Target
CSPD Region III - SMART	209	145	69.4%	76.3%	61.5%		Did Not Meet Target
CSPD Region IV - RESA4U	240	175	72.9%	79.0%	65.9%		Did Not Meet Target
CSPD Region V - WM-CSPD	323	252	78.0%	82.7%	72.5%		Met Target

## Indicator 2 – Dropout Rates

The calculation method used in this report is an event rate (snapshot of those who drop out in a single year) adapted from the National Center for Education Statistics (NCES) at the U.S. Department of Education and is consistent with the requirements of the NCES Common Core of Data (CCD) reporting.

Dropout Rate calculation:

Dropout Rates are calculated by dividing the number of special education dropouts, grades 7-12, by the number of students with disabilities, grades 7-12, enrolled in school as of the first Monday in October.

$$\frac{\text{Number of special education dropouts, grades 7-12}}{\text{Number of students with disabilities enrolled in school as of October 1, grades 7-12}}$$

The data source and measurement for this indicator have been revised to align with the ESEA reporting timelines and dropout rate calculation. There is a one-year data lag for this indicator. Therefore, data is from the 2008-2009 school year. Target data for FFY 2009 for special education dropout rates are provided in Table 2.1 below.

**Table 2.1 Montana Dropout Rates for School Year 2008-2009**

<b>School Year</b>	<b>Special Education Dropout Count, Grades 7-12 (a)</b>	<b>Special Education Student Count, Grades 7-12 (b)</b>	<b>Special Education Dropout Rate % = a/b*100</b>
2008-2009	252	7,287	3.4%

The data presented in Table 2.2 below is used to assess Montana's progress in meeting its FFY 2009 performance target for the dropout rates of students with disabilities. The state set a target, based on a sample size of a minimum N of 10, of decreasing the dropout rates of students with disabilities to 5.1 percent for FFY 2009, within a 95 percent confidence interval. When assessing Montana's progress in meeting its established performance target, a minimum N of 10 and a confidence interval are applied to reduce the effect of variability due to small sample sizes.

**Table 2.2 Montana Performance Target Status for FFY 2009**

<b>School Year</b>	<b>Special Education Dropout Rate</b>	<b>Confidence Interval – High</b>	<b>Confidence Interval – Low</b>	<b>SPP Performance Target for FFY 2008</b>	<b>State Performance Status</b>
2008-2009	3.4%	3.9%	3.1%	5.0%	Met Target

**Table 2.3 Montana Dropout Rates for Students with Disabilities by CSPD Region, 2008-2009 School Year**

	<b>Special Education Student Count, Grades 7-12</b>	<b>Special Education Dropout Count</b>	<b>Dropout Rate for Special Education</b>	<b>Confidence Interval - Upper Limit</b>	<b>Confidence Interval - Lower Limit</b>	<b>SPP Performance Target</b>	<b>SPP Performance Status</b>
<b>State of Montana</b>	<b>7287</b>	<b>252</b>	<b>3.5%</b>	<b>3.9%</b>	<b>3.1%</b>	<b>5.0%</b>	<b>Met Target</b>
CSPD Region I - PESA	771	30	3.9%	17.5%	0.8%		Met Target
CSPD Region II - MNCE SR	1163	41	3.5%	14.2%	0.8%		Met Target
CSPD Region III - SMART	1672	43	2.6%	12.4%	0.5%		Met Target
CSPD Region IV - RESA4U	1571	75	4.8%	12.2%	1.8%		Met Target
CSPD Region V - WM-CSPD	2104	63	3.0%	10.6%	0.8%		Met Target

### Indicator 3 – Statewide Assessments

#### Indicator 3A – Meeting Montana's AYP Objectives for the Disability Subgroup

Adequate yearly progress (AYP) is measured using Montana's required 3rd-8th, and 10<sup>th</sup>-grade criterion which referenced reading and math test scores, participation, attendance, and graduation rates. Each school's test scores are divided into 10 student groups based on race/ethnicity, economically disadvantaged, students with disabilities, and limited English proficiency. If any of the 10 student groups does not meet any of six AYP measurements, then the entire school or district is labeled as not meeting the federal AYP requirements. Further information regarding adequate yearly progress can be found on the NCLB Report Card found at [www.opi.mt.gov/Reports&Data/Index.html#gpm1\\_9](http://www.opi.mt.gov/Reports&Data/Index.html#gpm1_9).

For purposes of the IDEA – Part B State Performance Plan, states are required to report on the number of districts with a minimum N of 30 for the disability subgroup meeting Montana's AYP objectives.

The two tables below provide an evaluation of regional performance (Table 3.3), and state performance (Table 3.1 and Table 3.2) related to the State's Performance Target for school districts meeting the AYP objectives for the disability subgroup. These evaluations are based on the 2009-2010 school year.

**Table 3.1 LEAs Meeting Montana's AYP Objectives for Disability Subgroup Overall**

School Year	OVERALL			
	Number of LEAs with a disability subgroup meeting Montana's Minimum N size	Number of LEAs meeting Montana's AYP objectives for progress for students with IEPs	Percent of LEAs meeting Montana's AYP objectives for progress for students with IEPs	Indicator 3A Performance Target
2009-2010	56	10	17.8%	41.0%
2008-2009	68	6	8.8%	41.0%
2007-2008	70	31	44.3%	40.4%
2006-2007	56	28	50.0%	39.0%

**Table 3.2 Montana Performance Target Status for FFY 2009 – Indicator 3A AYP Objectives**

School Year	Percent of districts meeting AYP objectives	Confidence Interval – High	Confidence Interval – Low	SPP Performance Target	State Performance Status
2009-2010	17.8%	29.8%	10.0%	41.0%	Did Not Meet Target

**Table 3.3 Districts Meeting Montana's AYP Objectives for the Disability Subgroup**

	Number of Districts Meeting Min N for Subgroup	Number of Districts Meeting AYP Objectives	Percent of Districts Meeting AYP Objectives	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
<b>State of Montana</b>	<b>56</b>	<b>10</b>	<b>17.9%</b>	<b>29.8%</b>	<b>10.0%</b>	<b>41.0%</b>	<b>Did Not Meet Target</b>
CSPD Region I - PESA	9	2	22.2%	78.8%	2.1%		Met Target
CSPD Region II - MNCSR	7	0	0.0%	0.0%	0.0%		Did Not Meet Target
CSPD Region III - SMART	9	1	11.1%	83.6%	0.3%		Met Target
CSPD Region IV - RESA4U	10	0	0.0%	0.0%	0.0%		Did Not Meet Target
CSPD Region V - WM-CSPD	21	7	33.3%	67.9%	10.6%		Met Target

### Indicator 3B – Participation Rates

Participation rates are calculated by dividing the number of special education students who participated in the Math assessment plus the number of special education students who participated in the Reading by the number of students in special education in all grades assessed times two. This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt). Note: The state performance target for participation of students with disabilities in assessments for the State Performance Plan under IDEA is not the same as used for the AYP determination.

The two tables below provide an evaluation of regional performance (Table 3.5) and state performance (Table 3.4) related to the State's Performance Target for participation rates of students with disabilities in state assessments. These evaluations are based on the 2009-2010 school year.

**Table 3.4 Participation Rates of Students with Disabilities in State Assessments**

SPP Indicator	Number of students with disabilities -all grades assessed	Number of students with disabilities-participation count	Participation rate for students with disabilities	Confidence interval – High	Confidence interval – Low	SPP Performance Target	State Performance Status
3B.1- Reading	8882	8440	95.0%	95.4%	94.6%	95.0%	Met Target
3B.2- Math	8882	8521	95.9%	96.3%	95.5%	95.0%	Met Target

**Table 3.5 Participation Rates of Students with Disabilities in State Assessments by CSPD Region**

	Number of Students with Disabilities in Grades Assessed	Number of Students with Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
State of Montana	8882	8440	95.0%	95.5%	94.6%	95.0%	Met Target
CSPD Region I - PESA	949	919	96.8%	97.8%	95.5%		Met Target
CSPD Region II - MNCSR	1232	1199	97.3%	98.1%	96.2%		Met Target
CSPD Region III - SMART	1994	1851	92.8%	93.9%	91.6%		Did Not Meet Target
CSPD Region IV - RESA4U	1973	1837	93.1%	94.2%	91.9%		Did Not Meet Target
CSPD Region V - WM-CSPD	2734	2634	96.3%	97.0%	95.6%		Met Target

### Indicator 3C – Proficiency Rates

Proficiency rates are calculated by dividing the number of special education students scoring Proficient or Advanced in the Math assessment plus the number of special education students scoring Proficient or Advanced in the Reading assessment by the number of students in all grades assessed times two. This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

Table 3.6 below presents the LEA review of proficiency rate data for Indicators 3C.1-Reading and 3C.2-Math for FFY 2009.

**Table 3.6 Montana LEAs Not Meeting the FFY 2009 Performance Target for Proficiency**

SPP Indicator	Number of students with disabilities -all grades assessed	Number of students with disabilities- proficient or above	Proficiency rate for students with disabilities	Confidence interval – High	Confidence interval – Low	SPP Performance Target	State Performance Status
3C.1-Reading	8,453	4,118	48.7%	49.8%	47.7%	33.0%	Met Target
3C.2-Math	8,453	2,543	30.1%	31.1%	29.1%	33.0%	Target Not Met

Table 3.7 below provides an evaluation of regional and state performance related to the established *performance target* for proficiency rates of students with disabilities on reading assessments. These evaluations are based on the 2009-2010 school year.

**Table 3.7 Proficiency Rates of Students with Disabilities on Reading Assessments**

	Number of Students with Disabilities in Grades Assessed	Number of Students with Disabilities - Proficient or Above	Proficiency Rate for Students with Disabilities	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
<b>State of Montana</b>	<b>8453</b>	<b>4119</b>	<b>48.7%</b>	<b>49.8%</b>	<b>47.7%</b>	<b>33.0%</b>	<b>Met Target</b>
CSPD Region I - PESA	909	414	45.5%	50.4%	40.8%		Met Target
CSPD Region II - MNCESR	1176	491	41.8%	46.2%	37.5%		Met Target
CSPD Region III - SMART	1888	885	46.9%	50.2%	43.6%		Met Target
CSPD Region IV - RESA4U	1879	962	51.2%	54.3%	48.0%		Met Target
CSPD Region V - WM-CSPD	2600	1367	52.6%	55.2%	49.9%		Met Target

Table 3.8 below provides an evaluation of regional and state performance related to the established performance target for proficiency rates of students with disabilities on math assessments. These evaluations are based on the 2009-2010 school year.

**Table 3.8 Proficiency Rates of Students with Disabilities on Math Assessments**

	Number of Students with Disabilities in Grades Assessed	Number of Students with Disabilities - Proficient or Above	Proficiency Rate for Students with Disabilities	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
<b>State of Montana</b>	<b>8453</b>	<b>2543</b>	<b>30.1%</b>	<b>31.1%</b>	<b>29.1%</b>	<b>33.0%</b>	<b>Did Not Meet Target</b>
CSPD Region I - PESA	909	250	27.5%	33.3%	22.3%	33.0%	Met Target
CSPD Region II - MNCESR	1176	327	27.8%	32.9%	23.2%	33.0%	Did Not Meet Target
CSPD Region III - SMART	1888	519	27.5%	31.5%	23.8%	33.0%	Did Not Meet Target
CSPD Region IV - RESA4U	1879	598	31.8%	35.7%	28.2%	33.0%	Met Target
CSPD Region V - WM-CSPD	2600	849	32.7%	35.9%	29.6%	33.0%	Met Target

## Indicator 4 – Suspension and Expulsion Rates

The OPI compares the long-term suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students in order to determine if there is a *significant discrepancy* occurring with respect to long-term suspension and expulsion rates for students with disabilities.



### **Long-term Suspension or Expulsion Definition**

A suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

### **Significant Discrepancy Definition**

An LEA is determined to have a significant discrepancy if, given a minimum N of 10, an LEA demonstrates a statistical difference in long-term suspension and expulsion rates for students with disabilities when compared to the long-term suspension and expulsion rates for students without disabilities, within a 99 percent confidence interval.

The two tables below provide a comparison between the long-term suspension and expulsion rates of students with disabilities and the rates of students without disabilities used in the evaluation of significant discrepancy.

**Table 4. 1 Montana Long-Term Suspension and Expulsion Rates for FFY 2009**

<b>School Year</b>	<b>Number of Special Education Students with Long-Term Suspension or Expulsion</b>	<b>Special Education Child Count</b>	<b>Special Education Long-Term Suspension or Expulsion Rates</b>	<b>Number of Regular Education Students with Long-Term Suspension or Expulsion</b>	<b>General Education Enrollment</b>	<b>Regular Education Long-Term Suspension and Expulsion Rates</b>
2008-2009	79	15,691	0.5%	357	125,800	0.3%

**Table 4.2 Montana Long-Term Suspension and Expulsion Rates By CSPD Region for the 2008-2009 School Year**

	<b>Special Education Child Count</b>	<b>Number of Special Education Students with Long-term Suspension or Expulsion</b>	<b>Special Education Long-term Suspension or Expulsion Rates</b>	<b>General Education Enrollment</b>	<b>Number of Regular Education Students with Long-term Suspension or Expulsion</b>	<b>Regular Education Long-term Suspension and Expulsion Rates</b>
<b>State of Montana</b>	<b>15607</b>	<b>79</b>	<b>0.5%</b>	<b>125704</b>	<b>357</b>	<b>0.3%</b>
CSPD Region I - PESA	1738	16	0.9%	11443	47	0.4%
CSPD Region II - MNCSR	2447	17	0.7%	19839	113	0.6%
CSPD Region III - SMART	3403	24	0.7%	26932	69	0.3%
CSPD Region IV - RESA4U	3478	9	0.3%	30541	51	0.2%
CSPD Region V - WM-CSPD	4541	13	0.3%	36949	77	0.2%

The IDEA Part B State Performance Indicator and Performance Target address the percent of districts identified as having a significant discrepancy in the rate of long-term suspensions and expulsions for students with disabilities compared to the rate of long-term suspensions and expulsions of students without disabilities. This is a compliance indicator meaning that the state performance target for every year will be 0 percent of districts will be identified as having significant discrepancy.

The table below provides an evaluation of state performance (Table 4.3) related to the state's Performance Target for the percent of districts identified as having a significant discrepancy in

the long-term suspension and expulsion rates of students with disabilities. This evaluation is based on the 2008-2009 school year.

**Table 4.3 State Performance on Long-Term Suspension and Expulsion Rates**

School Year	Total Number of LEAS (a)	Number of LEAs Identified with Significant Discrepancy (b)	Percent of LEAs Identified with Significant Discrepancy $\%=(b/a)*100$	SPP Performance Target	State Performance Status
2008-2009	419	0	0%	0.0%	Met Target

## Indicator 5 – Education Environment

The educational placement count of students with disabilities, ages 6-21, is part of the larger child count data collection that is conducted on the first Monday of October each year. The IDEA Part B State Performance Plan requires that we report annually on the percent of students with disabilities, ages 6-21, for the following educational placement categories:

- Regular Class: Removed from regular class less than 21 percent of the day.
- Full-time Special Education: Removed from regular class greater than 60 percent of the day.
- Combined Separate Facilities: A roll-up of public/private separate schools, residential placements, and home or hospital settings.

The educational environment rate is calculated by dividing the number of students, ages 6-21, in a particular educational environment by the number of students with disabilities, ages 6-21, in the district.

The two tables below provide an evaluation of regional performance (Tables 5.2, 5.3, and 5.4), and state performance (Table 5.1) related to the state's Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2009-2010 school year.

**Table 5.1 Montana Educational Placement for FFY 2009**

SPP Indicator Number	Education Environment	Setting Count	Educational Placement Percentage	Confidence Interval- Upper Limit	Confidence Interval- Lower Limit	SPP Target	State Performance Status
5A	Served inside the Regular Class $\geq$ 80% of the day	7,961	51.4%	52.2%	50.6%	50.5%	Met Target
5B	Served inside the Regular Class < 40% of the day	1,715	11.1%	11.6%	10.6%	11.5%	Met Target
5C	Served in Separate Facilities	286	1.8%	2.1%	1.6%	1.5%	Target Not Met

**Table 5.2 State and CSPD Region Performance Status for Indicator 5A**

	Special Education Setting Count	Students with Disabilities Total Count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
<b>State of Montana</b>	<b>15491</b>	<b>7961</b>	<b>51.4%</b>	<b>52.2%</b>	<b>50.6%</b>	<b>50.5%</b>	<b>Met Target</b>
CSPD Region I - PESA	1698	945	55.7%	58.8%	52.5%		Met Target
CSPD Region II - MNCE SR	2353	1238	52.6%	55.4%	49.8%		Met Target
CSPD Region III - SMART	3434	1312	38.2%	40.9%	35.6%		Did Not Meet Target
CSPD Region IV - RESA4U	3391	2046	60.3%	62.4%	58.2%		Met Target
CSPD Region V - WM-CSPD	4514	2420	53.6%	55.6%	51.6%		Met Target



**Table 5.3 State and CSPD Region Performance Status for Indicator 5B**

	Special Education Setting Count	Students with Disabilities Total Count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
<b>State of Montana</b>	<b>15491</b>	<b>1715</b>	<b>11.1%</b>	<b>11.6%</b>	<b>10.6%</b>	<b>11.5%</b>	<b>Met Target</b>
CSPD Region I - PESA	1698	185	10.9%	16.2%	7.2%		Met Target
CSPD Region II - MNCESR	2353	261	11.1%	15.5%	7.8%		Met Target
CSPD Region III - SMART	3434	531	15.5%	18.8%	12.6%		Met Target
CSPD Region IV - RESA4U	3391	299	8.8%	12.6%	6.1%		Met Target
CSPD Region V - WM-CSPD	4514	439	9.7%	12.9%	7.3%		Met Target

**Table 5.4 State and CSPD Region Performance Status for Indicator 5C**

	Special Education Setting Count	Students with Disabilities Total Count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
<b>State of Montana</b>	<b>15491</b>	<b>286</b>	<b>1.8%</b>	<b>2.1%</b>	<b>1.6%</b>	<b>1.6%</b>	<b>Did Not Meet Target</b>
CSPD Region I - PESA	1698	10	0.6%	28.6%	0.0%		Met Target
CSPD Region II - MNCESR	2353	17	0.7%	19.6%	0.0%		Met Target
CSPD Region III - SMART	3434	88	2.6%	8.3%	0.8%		Met Target
CSPD Region IV - RESA4U	3391	38	1.1%	11.1%	0.1%		Met Target
CSPD Region V - WM-CSPD	4514	50	1.1%	9.1%	0.1%		Met Target

**Indicator 6 – Preschool Settings**

Data for this indicator was not reported in the February 1, 2011, Annual Performance Report due to revisions in Preschool Setting categories and definitions.

**Indicator 7 – Preschool Outcomes**

This Indicator is designed to follow a preschool student longitudinally while the student is participating in a preschool program. For purposes of this data collection all children who have an Individualized Education Program (IEP) **AND** are 3, 4, or 5 years of age participate in a preschool program. For reporting in the State Performance Plan and subsequent Annual Performance Reports, there are two sets of data that the OPI will collect each year:

1. Entry-level data for preschool students with disabilities reported for the first time on Child Count (initial IEP).
2. Exit-level and progress data for preschool students with disabilities who have reported entry-level data six months prior to exiting.

**Indicator 7A – Positive Social-Emotional Skills (including social relationships)**

The positive social-emotional skills outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions and social play.

Table 7.1 below presents the data for preschool children exiting the program during the 2009-2010 school year. The outcome data is presented as two Summary Statements for Indicator 7A. Table 7.2 below presents the data by CSPD Region.

**Table 7.1 Positive Social-Emotional Skills (Including social relationships)**

Summary Statement	Percent of Children	Confidence Interval-Upper Limit	Confidence Interval-Lower Limit	SPP Performance Target	State Performance Status
1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	71.1%	75.4%	66.4%	61.5%	Met Target
2. The percent of children who were functioning within the age expectations by the time they turned 6 years of age or exited the program.	63.4%	66.9%	59.6%	60.0%	Met Target

**Table 7.2 Positive Social-Emotional Skills for Children Exiting in the 2009-2010 School Year**

Outcome 7A: Positive Social-Emotional Skills (including social relationships)							
Indicator 7A.1 Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.							
	Total Number of Children	Number of Children	Percent of Children	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
State of Montana	387	275	71.1%	75.4%	66.4%	61.5%	Met Target
CSPD Region I-PESA	24	20	83.3%	93.9%	62.1%		Met Target
CSPD Region II-MNCESR	60	41	68.3%	80.5%	53.1%		Met Target
CSPD Region III-SMART	92	62	67.4%	77.7%	55.0%		Met Target
CSPD Region IV-RESA4U	109	84	77.1%	84.8%	67.0%		Met Target
CSPD Region V-WM-CSPD	100	66	66.0%	76.3%	54.0%		Met Target
Indicator 7A.2. The percent of children who were functioning within the age expectations by the time they turned 6 years of age or exited the program.							
State of Montana	666	422	63.4%	66.9%	59.6%	60.0%	Met Target
CSPD Region I-PESA	52	41	78.8%	88.6%	64.2%		Met Target
CSPD Region II-MNCESR	112	77	68.8%	78.0%	57.7%		Met Target
CSPD Region III-SMART	157	94	59.9%	69.2%	49.8%		Met Target
CSPD Region IV-RESA4U	169	101	59.8%	68.8%	50.0%		Met Target
CSPD Region V-WM-CSPD	172	107	62.2%	70.8%	52.7%		Met Target

Analysis of target data indicates the following:

- ❖ The five CSPD/RSA regions and the state have met the performance targets for both Indicators 7A.1 and 7A.2.
- ❖ CSPD Region I-PESA and CSPD Region IV-RESA4U have a **higher** percent of children who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program than the state's **71.1 percent**.
- ❖ CSPD Region I-PESA has a **higher** percent of children who were functioning within the age expectations by the time they turned 6 years of age or exited the program than the state's **63.4 percent**.

### **Indicator 7B – Acquisition and Use of Knowledge and Skills**

The knowledge and skills acquired in the early childhood years, such as those related to communication, pre-literacy and pre-numeracy, provide the foundation for success in kindergarten and the early school years. This outcome involves activities such as thinking,

reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonemic awareness, and letter recognition.

Table 7.3 below presents the data for preschool children exiting the program during the 2009-2010 school year. The outcome data is presented as two Summary Statements for Indicator 7B. Table 7.4 below presents the data by CSPD Region.

**Table 7.3 Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)**

Summary Statement	Percent of Children	Confidence Interval-Upper Limit	Confidence Interval-Lower Limit	SPP Performance Target	State Performance Status
1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	78.7%	81.7%	75.4%	70.0%	Met Target
2. The percent of children who were functioning within the age expectations by the time they turned 6 years of age or exited the program.	43.7%	47.5%	40.1%	32.0%	Met Target

**Table 7.4 Acquisition and Use of Knowledge and Skills**

Outcome 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)							
Indicator 7B.1 Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.							
	Total Number of Children	Number of Children	Percent of Children	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
<b>State of Montana</b>	<b>639</b>	<b>503</b>	<b>78.7%</b>	<b>81.7%</b>	<b>75.4%</b>	<b>70.0%</b>	<b>Met Target</b>
CSPD Region I-PESA	54	47	87.0%	93.9%	74.6%		Met Target
CSPD Region II-MNCSE	116	101	87.1%	92.3%	79.1%		Met Target
CSPD Region III-SMART	141	101	71.6%	79.5%	62.2%		Met Target
CSPD Region IV-RESA4U	162	130	80.2%	86.2%	72.6%		Met Target
CSPD Region V-WM-CSPD	162	120	74.1%	81.1%	65.6%		Met Target
Indicator 7 B.2 The percent of children who were functioning within the age expectations by the time they turned 6 years of age or exited the program.							
<b>State of Montana</b>	<b>686</b>	<b>300</b>	<b>43.7%</b>	<b>47.5%</b>	<b>40.1%</b>	<b>32.0%</b>	<b>Met Target</b>
CSPD Region I-PESA	58	39	67.2%	79.8%	51.6%		Met Target
CSPD Region II-MNCSE	120	51	42.5%	56.1%	29.9%		Met Target
CSPD Region III-SMART	153	53	34.6%	48.1%	23.3%		Met Target
CSPD Region IV-RESA4U	173	77	44.5%	55.6%	33.9%		Met Target
CSPD Region V-WM-CSPD	178	77	43.3%	54.4%	32.8%		Met Target

Analysis of the target data indicates the following:

- ❖ The five CSPD/RSA regions and the state have met the performance targets for both Indicators 7B.1 and 7B.2.
- ❖ CSPD Region 1-PESA, CSPD Region II – MNCSE, and CSPD Region IV-RESA4U have **higher** percents of children who entered the preschool program below age expectations in the area of acquisition and use of knowledge and skills than the state's **78.7 percent**.

- ❖ CSPD Region I-PESA and CSPD Region IV-RESA4U have **higher** percents of children who were functioning within the age expectation by the time they turned 6 years of age or exited the preschool program than the state's **43.7 percent**.

### Indicator 7C- Use of Appropriate Behaviors to Meet Their Needs

The use of appropriate behaviors to meet their needs outcome involves behaviors like taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in older children, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of one's self in areas like dressing, feeding, grooming, and toileting; and acting in the world in socially appropriate ways to get what one wants.

Table 7.5 below presents the data for preschool children exiting the program during the 2009-2010 school year. The outcome data is presented as two Summary Statements for Indicator 7C. Table 7.6 below presents the data by CSPD Region.

**Table 7.5 Use of Appropriate Behaviors to Meet Their Needs**

Summary Statement	Percent of Children	Confidence Interval- Upper Limit	Confidence Interval- Lower Limit	SPP Performance Target	State Performance Status
1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	73.3%	77.7%	68.3%	59.0%	Met Target
2. The percent of children who were functioning within the age expectations by the time they turned 6 years of age or exited the program.	68.5%	71.9%	64.8%	64.0%	Met Target

**Table 7.6 Use of Appropriate Behaviors to Meet Their Needs**

Outcome 7C: Use of Appropriate Behaviors to Meet Their Needs							
<b>Indicator 7C.1</b> Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.							
	Total Number of Children	Number of Children	Percent of Children	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
<b>State of Montana</b>	<b>337</b>	<b>247</b>	<b>73.3%</b>	<b>77.7%</b>	<b>68.3%</b>	<b>59.0%</b>	<b>Met Target</b>
CSPD Region I-PESA	25	19	76.0%	89.7%	53.6%		Met Target
CSPD Region II-MNCSE	45	38	84.4%	92.7%	69.9%		Met Target
CSPD Region III-SMART	77	54	70.1%	80.7%	56.9%		Met Target
CSPD Region IV-RESA4U	104	77	74.0%	82.5%	63.3%		Met Target
CSPD Region V-WM-CSPD	84	58	69.0%	79.4%	56.3%		Met Target
<b>Indicator 7C.2</b> The percent of children who were functioning within the age expectations by the time they turned 6 years of age or exited the program.							
<b>State of Montana</b>	<b>666</b>	<b>456</b>	<b>68.5%</b>	<b>71.9%</b>	<b>64.8%</b>	<b>64.0%</b>	<b>Met Target</b>
CSPD Region I-PESA	55	44	80.0%	89.2%	66.0%		Met Target
CSPD Region II-MNCSE	115	90	78.3%	85.5%	68.7%		Met Target
CSPD Region III-SMART	154	104	67.5%	75.8%	58.0%		Met Target
CSPD Region IV-RESA4U	167	98	58.7%	67.9%	48.8%		Met Target
CSPD Region V-WM-CSPD	171	118	69.0%	76.6%	60.2%		Met Target

Analysis of the target indicates the following:

- ❖ The five CSPD/RSA regions and the state have met the performance targets for both Indicators 7C.1 and 7C.2.
- ❖ CSPD Region I-PESA, CSPD Region II-MNCSESR, and CSPD Region IV-RESA4U have **higher** percents of children who have substantially increased their rate of growth by the time they turned 6 years of age or exited the program than the state's **73.3 percent**.
- ❖ CSPD Region I-PESA, CSPD Region II-MNCSESR, CSPD Region V-WM-CSPD have **higher** percents of children who were functioning within the age expectations by the time they turned 6 years of age or exited the preschool program than the state's **68.5 percent**.

## Indicator 8 – Parent Involvement

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, district performance for this indicator is only reported for districts monitored in the year in which data is being reported.

To report on this indicator, each of the survey respondents received a percent of maximum score based on their responses to the 26 items on the survey. A parent who has a percent of maximum score of 60 percent or above is identified as one who, on average, agrees with each item; as such, the family member is agreeing that the school facilitated their involvement.

The parent involvement rate is calculated by dividing the number of respondent parents who report the school facilitated parent involvement as a means of improving services and results for children with disabilities by the total number of respondent parents of children with disabilities.

The two tables below provide an evaluation of regional performance (Table 8.2), and state performance (Table 8.1) related to the State's Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2009-2010 school year.

**Table 8. 1 Montana Parental Involvement Data**

School Year	Percentage who reported school facilitated their involvement	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target	State Performance Status
2009-2010	72.7%	76.1%	69.0%	67.0%	Met Target

**Table 8.2 Results of Parent Involvement Survey for the 2009-2010 School Year**

	Total Number of Parent Respondents	Number who reported school facilitated their involvement	Percent who reported school facilitated their involvement	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
<b>State of Montana</b>	<b>600</b>	<b>436</b>	<b>72.7%</b>	<b>76.1%</b>	<b>69.0%</b>	<b>67.0%</b>	<b>Met Target</b>
CSPD Region I - PESA	88	65	73.9%	83.0%	62.1%		Met Target
CSPD Region II - MNCESR	213	158	74.2%	80.4%	66.8%		Met Target
CSPD Region III - SMART	135	98	72.6%	80.4%	63.0%		Met Target
CSPD Region IV - RESA4U	84	58	69.0%	79.4%	56.3%		Met Target
CSPD Region V - WM-CSPD	79	56	70.9%	81.1%	58.0%		Met Target

## Indicator 9 – Disproportionate Representation

This indicator evaluates disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Measurement for this indicator, as reported in the Annual Performance Report, is the percent of districts identified as having a disproportionate representation due to inappropriate identification practices. This is a compliance indicator meaning that the target for each year of the State Performance Plan will be 0 percent of districts have been identified as having disproportionate representation due to inappropriate identification procedures.

#### **Definition of Disproportionate Representation**

An LEA is determined to have ***disproportionate representation*** (under or over) if, given a minimum N of 10 and within a 99 percent confidence interval, an LEA demonstrates a statistically significant difference in the proportion of students with disabilities of a specific racial/ethnic group receiving special education and related services compared to the proportion of students with disabilities in all other racial/ethnic groups receiving special education and related services in that LEA.

Once an LEA is flagged for disproportionate representation, the policies and procedures of that LEA are reviewed to determine if the disproportionate representation is due to inappropriate identification.

**Table 9.1 Montana Disproportionate Representation for FFY 2009**

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures $\%=(b/a)*100$	SPP Performance Target	State Performance Status
2009-2010	384	0	0.0%	0.0%	Met Target

**Table 9.2 District Review of Disproportionate Representation by CSPD Region**

	Number of School Districts Reviewed	Number Districts Identified With Disproportionate Representation (a)	Number Districts Identified with Disproportionate Representation Due to Inappropriate Identification (b)	Percent of Districts Identified with Disproportionate Representation Due to Inappropriate Identification Procedures $\% = (b/a)*100$	SPP Performance Status
State of Montana	417	2	0	0	Met Target
CSPD Region I - PESA	89	0	0	0	Met Target
CSPD Region II - MNCESR	79	0	0	0	Met Target
CSPD Region III - SMART	84	0	0	0	Met Target
CSPD Region IV - RESA4U	85	1	0	0	Met Target
CSPD Region V - WM-CSPD	80	1	0	0	Met Target

A review of the data above indicates the following:

- ❖ Two school districts were identified as having disproportionate representation of racial/ethnic groups in special education. Following a review of policies, practices, and procedures, there are ***no school districts*** identified as having disproportionate representation of racial and ethnic groups ***due to inappropriate identification practices***.



- ❖ Therefore, all CSPD regions and the state have met this state performance target.

The table on the following page provides information on the racial/ethnic group and type of disproportionate representation for the two school districts.

**Table 9.3 Districts Identified with Disproportionate Representation**

<b>CSPD Region</b>	<b>School District</b>	<b>Racial and Ethnic Group</b>	<b>Disproportionate Representation Status</b>
CSPD Region IV	District A	American Indian/Alaskan Native	Over-Representation
CSPD Region V	District B	American Indian/Alaskan Native	Over-Representation

### **Indicator 10 – Disproportionate Representation - Disability Categories**

Evaluation of district performance for this indicator involves the same multiple measures employed for Indicator 9. Again, this indicator is a compliance indicator meaning that the target for each year of the State Performance Plan will be 0 percent of districts have been identified as having disproportionate representation in specific disability categories due to inappropriate identification procedures.

**Table 10.1 Montana Disproportionate Representation in Specific Disability Categories for FFY 2009**

<b>School Year</b>	<b>Number of LEAs Reviewed (a)</b>	<b>Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)</b>	<b>Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures <math>\% = (b/a) \times 100</math></b>	<b>SPP Performance Target</b>	<b>State Performance Status</b>
2009-2010	384	0	0.0%	0.0%	Met Target

**Table 10.2 District Identified with Disproportionate Representation-Specific Disabilities**

	<b>Number of School Districts Reviewed</b>	<b>Number of Districts Identified With Disproportionate Representation (a)</b>	<b>Number of Districts Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)</b>	<b>Percent of Districts Identified with Disproportionate Representation Due to Inappropriate Identification Procedures <math>\% = (b/a) \times 100</math></b>	<b>SPP Performance Status</b>
State of Montana	417	1	0	0	Met Target
CSPD Region I - PESA	89	0	0	0	Met Target
CSPD Region II - MNCESR	79	0	0	0	Met Target
CSPD Region III - SMART	84	0	0	0	Met Target
CSPD Region IV - RESA4U	85	0	0	0	Met Target
CSPD Region V - WM-CSPD	80	1	0	0	Met Target

A review of the data above indicates the following:

- ❖ One school district is identified as having disproportionate representation of racial/ethnic groups in special education. Following a review of policies, practices, and procedures,

there are ***no school districts*** identified as having disproportionate representation of racial and ethnic groups ***due to inappropriate identification practices***.

- ❖ All CSPD/RSA regions and the state have met this state performance target.

The table on the following page provides information on the racial/ethnic group, disability, and type of disproportionate representation for the identified school district.

**Table 10.4 District Identified with Disproportionate Representation**

CSPD Region	School District	Racial and Ethnic Group	Disability Category	Disproportionate Representation Status
CSPD Region V	District B	American Indian/Alaskan Native	Learning Disability	Over-Representation

### Indicator 11 – Child Find

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, school district performance for this indicator is only reported for districts monitored in the year in which data is being reported. During the compliance monitoring process, the OPI reviews a sample of student records for students who have been initially evaluated for special education services. This review includes a comparison of the date of the school district's receipt of written parent permission for evaluation to the date that the evaluation was completed to ensure that the evaluation was conducted in accord with the 60-day timeline.

The evaluation rate is calculated by dividing the number of reviewed IEPs for students whose eligibility was determined within the 60-day timeline by the total number of reviewed IEPs for students for whom parental consent to evaluate was received.

The table below presents the state's performance data for this indicator that was reported in the Annual Performance Report submitted on February 1, 2011. This is a compliance indicator meaning that the performance target is 100 percent of children, with parental consent to evaluate, will be evaluated within 60 days unless there was an exception to the timeframe in accord with the provisions stated in Sec. 614(a)(1)(C)(ii).

**Table 11.1 Montana Performance Target Status**

School Year	Number of Children for whom parental consent to evaluate was received	Number of children whose evaluations were completed within 60 days	Percent of children with parental consent evaluated within 60 days	SPP Performance Target	State Performance Status
2009-2010	285	277	97.2%	100%	Target Not Met

The following table presents each region's performance status for the 2009-2010 school year.

**Table 11.2 CSPD Region Performance Target Status**



	Number of Children for whom Parent Consent was Received	Number of Children whose Evaluations were Completed within 60 days	Percent of Children with Parent Consent Evaluated within 60 days	SPP Performance Target	SPP Performance Status
<b>State of Montana</b>	<b>285</b>	<b>277</b>	<b>97.2%</b>	<b>100.0%</b>	<b>Did Not Meet Target</b>
CSPD Region I - PESA	29	25	86.2%		Did Not Meet Target
CSPD Region II - MNCSR	37	37	100.0%		Met Target
CSPD Region III - SMART	38	36	94.7%		Did Not Meet Target
CSPD Region IV - RESA4U	67	67	100.0%		Met Target
CSPD Region V - WM-CSPD	114	112	98.2%		Did Not Meet Target

## Indicator 12 – Part C to Part B Transition

In collaboration with the lead agency for the IDEA Part C Early Intervention Program, the OPI collects data from specific school districts in order to evaluate performance for this indicator. Therefore, performance data reported are for those districts who received a referral for IDEA Part B eligibility determination from the IDEA Part C Early Intervention Program.

The OPI receives child-specific referral data from each Part C provider that includes the name of the LEA receiving the referral and the date of the referral. The OPI contacts each LEA to collect additional data, including the following: date of eligibility meeting, eligibility determination outcome, date of the initial IEP, and any reasons for delay if the initial IEP was not implemented by the child's third birthday.

The indicator rate, the percent of children found eligible for Part B and who have an IEP developed and implemented by their third birthday, is calculated by dividing the number of children found eligible and have an IEP developed and implemented by their third birthday by the number of children referred by Part C to Part B for eligibility determination.

This is a compliance indicator meaning that the state's performance target will be 100 percent for each year of the State Performance Plan.

The table below presents state performance data for this indicator as reported in the Annual Performance Report submitted February 1, 2011.

**Table 12.1 Montana Performance Target Status for FFY 2009**

School Year	Number of children referred by Part C to Part B Eligibility Determination	Children found eligible for Part B and who have an IEP developed and implemented by their third birthday	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	SPP Performance Target	State Performance Status
2009-2010	155	92	82.9%	100.0%	Did Not Meet Target

The following table presents performance data by CSPD Region for this indicator.

**Table 12.2 CSPD Region Performance Target Status**

	Number of Children Referred by Part C to Part B for Eligibility Determination	Number of Children found Eligible for Part B and Who Have an IEP Developed and Implemented by Their Third Birthday	Percent of Children Referred by Part C Prior to Age 3, Who Have An IEP Developed and Implemented by Their Third Birthday	SPP Performance Target	SPP Performance Status
<b>State of Montana</b>	<b>111</b>	<b>92</b>	<b>82.9%</b>	<b>100.0%</b>	<b>Did Not Meet Target</b>
CSPD Region I - PESA	4	4	100.0%		Met Target
CSPD Region II - MNCEsr	18	16	88.9%		Did Not Meet Target
CSPD Region III - SMART	45	36	80.0%		Did Not Meet Target
CSPD Region IV - RESA4U	15	12	80.0%		Did Not Meet Target
CSPD Region V - WM-CSPD	31	24	77.4%		Did Not Meet Target

### Indicator 13 – Secondary Transition with IEP Goals

In accord with OSEP instructions for the Part B State Performance Plan and Annual Performance Report, baseline data on this indicator was reported in the State Performance Plan for FFY 2009.

### Indicator 14 – Post-School Outcomes

In accord with OSEP instructions for the Part B State Performance Plan and Annual Performance Report, baseline data on this indicator was reported in the State Performance Plan for FFY 2009.

**Indicator 15 – General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification.**

The OPI has a comprehensive system of general supervision that includes a review of IDEA Part B applicants' policies and procedures to ensure consistency with IDEA Part B requirements. It also includes procedures for formal complaints and due process hearings and mediation, an Early Assistance Program (EAP) to resolve issues prior to their becoming formal complaints or going to due process. It provides a compliance monitoring process based on a five-year cycle, and a focused intervention system based on selected performance indicators.

Each component of the general supervision system includes procedures for tracking data to ensure requirements and timelines are addressed in a timely manner. Analysis of data from the 2007-2008 school year shows that all timelines for due process hearings, mediations and formal complaints have been met 100 percent of the time.

Monitoring data for 2008-2009 was analyzed and reported in the Annual Performance Report.

**Table 15.1 Montana Performance Target Status for FFY 2009**

School Year	Number of Findings of noncompliance identified in FFY 2008 (7/1/08 to 6/30/09)	Number of Findings of noncompliance for which correction was verified no later than one year from identification	Percent of Findings of noncompliance corrected within one year timeline	SPP Performance Target	State Performance Status
2008-2009	177	177	100.0%	100.0%	Met Target

**Indicator 16 – Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.**

The Montana Office of Public Instruction received six written, signed complaints for FFY 2009 with two of those complaints withdrawn or dismissed. Target data indicate the four remaining complaints had reports issued within extended timelines.

**Table 16.1 Signed, Written Complaints for FFY 2009**

<b>Table 7, Section A</b>	<b>Written, Signed Complaints</b>	<b>Number</b>
(1.1)	Complaints with reports issued	4
(b)	Reports within timeline	4
(c)	Reports within extended timelines	0
$\% = [(b+c)/(1.1)] * 100$	<b>Percent of Complaint Reports Issued Within Timeline</b>	<b>100.0%</b>

For FFY 2009 (2009-2010 School Year), 100 percent of complaint reports were issued within the specific timeline. Therefore, Montana has **met** its performance target of 100 percent of written, signed complaints will have a final report issued within 60 days or within the timeline extension given for exceptional circumstances with respect to a particular complaint or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the state.

**Table 16.2 Montana Performance Target Status for FFY 2009**

<b>School Year</b>	<b>Percent of Complaint Reports Issued Within Timeline</b>	<b>SPP Performance Target</b>	<b>State Performance status</b>
2009-2010	100.0%	100.0%	<b>Met Target</b>

**Indicator 17 – Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.**

The Montana OPI received eight due process complaints. Of these, two were resolved without a hearing. Six due process complaints were pending at the end of FFY 2009. The OPI provides strong oversight of Montana's due process system and monitors each phase of the system to ensure compliance with all requirements, including all of the timeline requirements related to due process complaints.

**Table 17.1 Percent of Hearings Fully Adjudicated Within Timeline for FFY 2009**

<b>Table 7, Section C</b>	<b>Due Process Complaints</b>	<b>Number</b>
(3.2)	Hearings (fully adjudicated)	0
(a)	Decisions within timeline	0
(b)	Decisions within extended timeline	0
$\% = [(a+b)/(3.2)] * 100$	<b>Percent of hearings fully adjudicated within timeline</b>	<b>0.0%</b>

**Indicator 18 – Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.**

The Montana Office of Public Instruction had three hearing requests that went to a resolution session for FFY 2009. Guidance from the OSEP indicates states are not required to establish baseline or targets until the reporting period in which the number of resolution sessions reaches 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

**Table 18.1 Percent of Hearing Requests with Settlement Agreements for FFY 2009**

<b>Table 7, Section C</b>	<b>Resolution Sessions</b>	<b>Number</b>
(3.1)	Resolution sessions	3
(a)	Written settlement agreements	0
<b>%=[(a)/(3.1)]*100</b>	<b>Percent of hearing requests with settlement agreements</b>	<b>0.0%</b>

**Indicator 19 – Percent of mediations held that resulted in mediation agreements.**

For FFY 2009, the OPI had a total of four mediation requests. Two were related to due process and resulted in a written agreement and one mediation request was withdrawn or dismissed. One mediation request was pending at the end of FFY 2009. Guidance from the OSEP indicates that states are not required to establish baseline or targets until the reporting period in which the number of mediations reach 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

**Table 19.1 Percent of Mediations Resulting in Agreements for FFY 2009**

<b>Table 7, Section B</b>	<b>Mediation Requests</b>	<b>Number</b>
(2.1)	Mediations	2
(a)(i)	Mediation, related to Due Process, with agreements	2
(b)(i)	Mediation, not related to Due Process, with agreements	0
<b>%=[(a)(i)+(b)(i)]/(2.1)</b>	<b>Percent of mediations held resulting in agreements</b>	<b>100.0%</b>

**Indicator 20 – State-reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.**

The OPI has consistently met designated timelines 100 percent of the time over the past five years. Data are reviewed and validation checks performed to ensure accuracy of the submitted data.

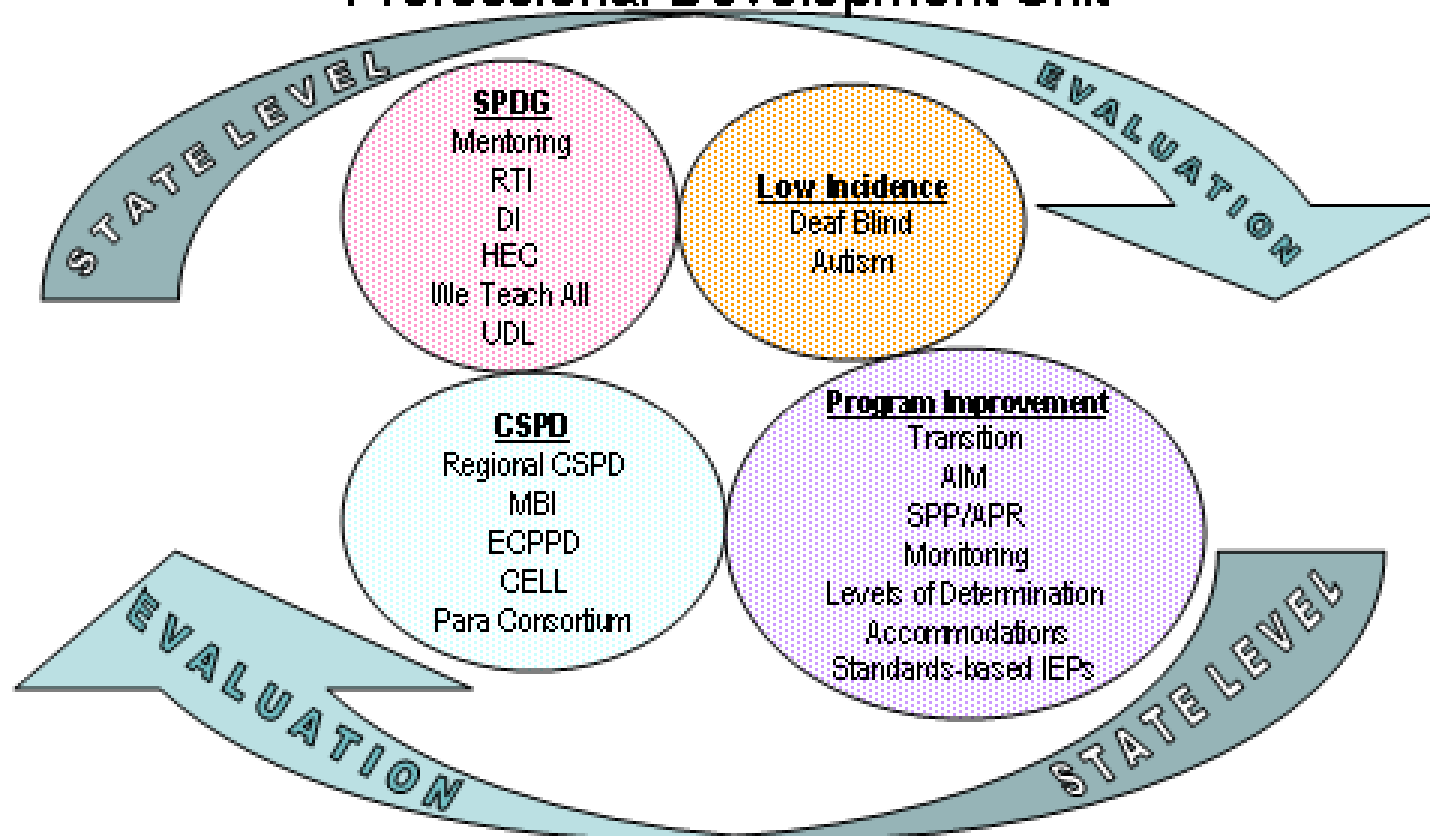
**Table 20.1 Montana Performance Target Status for FFY 2009**

<b>Total Score</b>	<b>Indicator Percent</b>	<b>SPP Performance Target</b>	<b>State Performance Status</b>
90	100.0%	100.0%	<b>Met Target</b>

## **Appendices:**

- A. Professional Development Unit Flow Chart and Acronym Dictionary
- B. School Improvement/Monitoring Unit Flow Chart and Acronym Dictionary
- C. Part B/Data and Accountability Unit Flow Chart and Acronym Dictionary
- D. Part B/Data and Accountability Monthly Task List

## OPI Special Education Professional Development Unit



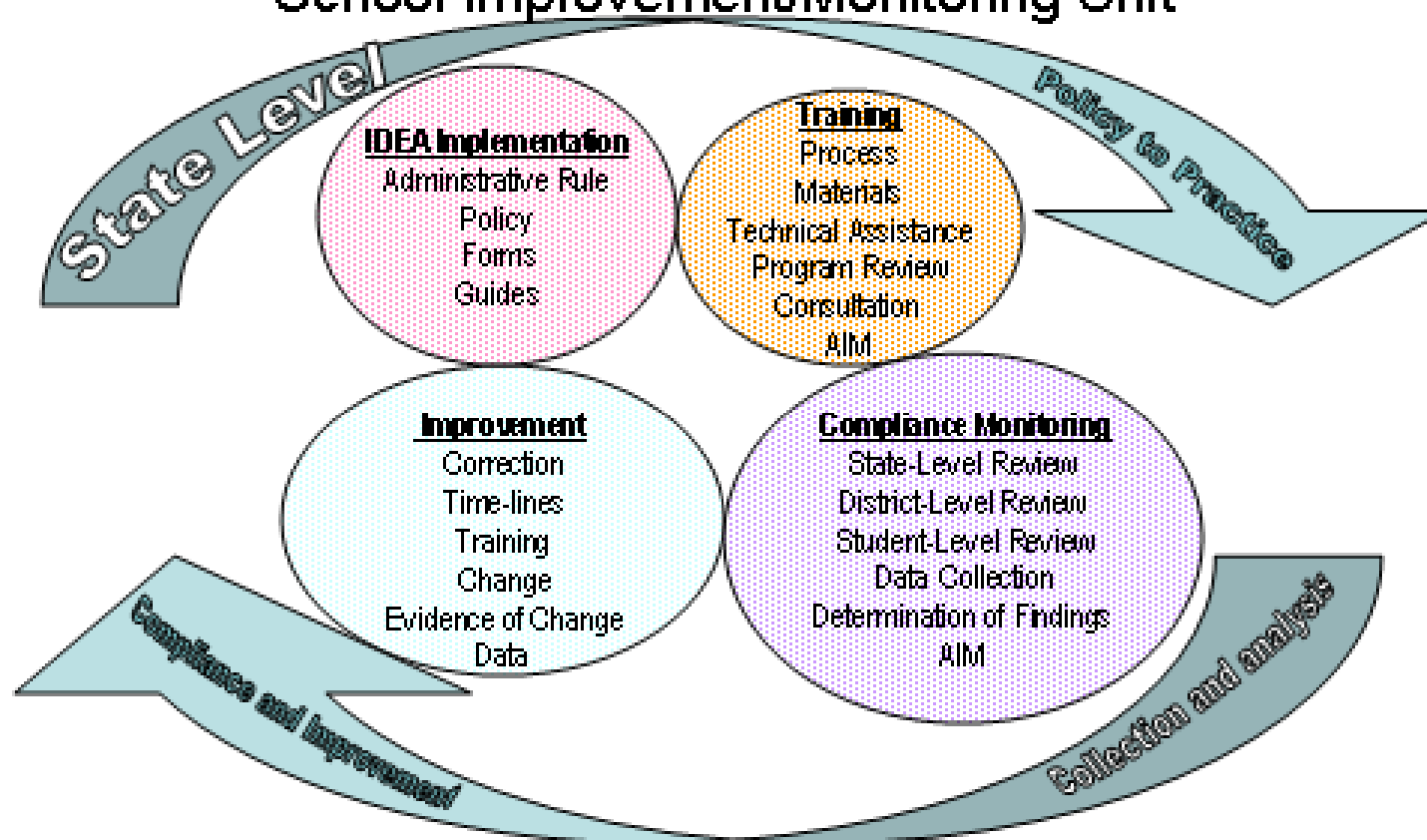
Montana Office of Public Instruction  
Denise Juneau, Superintendent [opi.mt.gov](http://opi.mt.gov)

# Professional Development Unit

## Acronym Dictionary

SPDG	State Personnel Development Grant
RTI	Response to Intervention
DI	Differentiated Instruction
HEC	Higher Education Consortium
UDL	Universal Design for Learning
CSPD	Comprehensive System of Personnel Development
MBI	Montana Behavioral Initiative
ECPPD	Early Childhood Partnership of Professional Development
CELL	Center for Early Learning Literacy
AIM	Achievement in Montana
SPP/APR	State Performance Plan/Annual Performance Report
IEP	Individualized Education Plan

## OPI Special Education School Improvement/Monitoring Unit



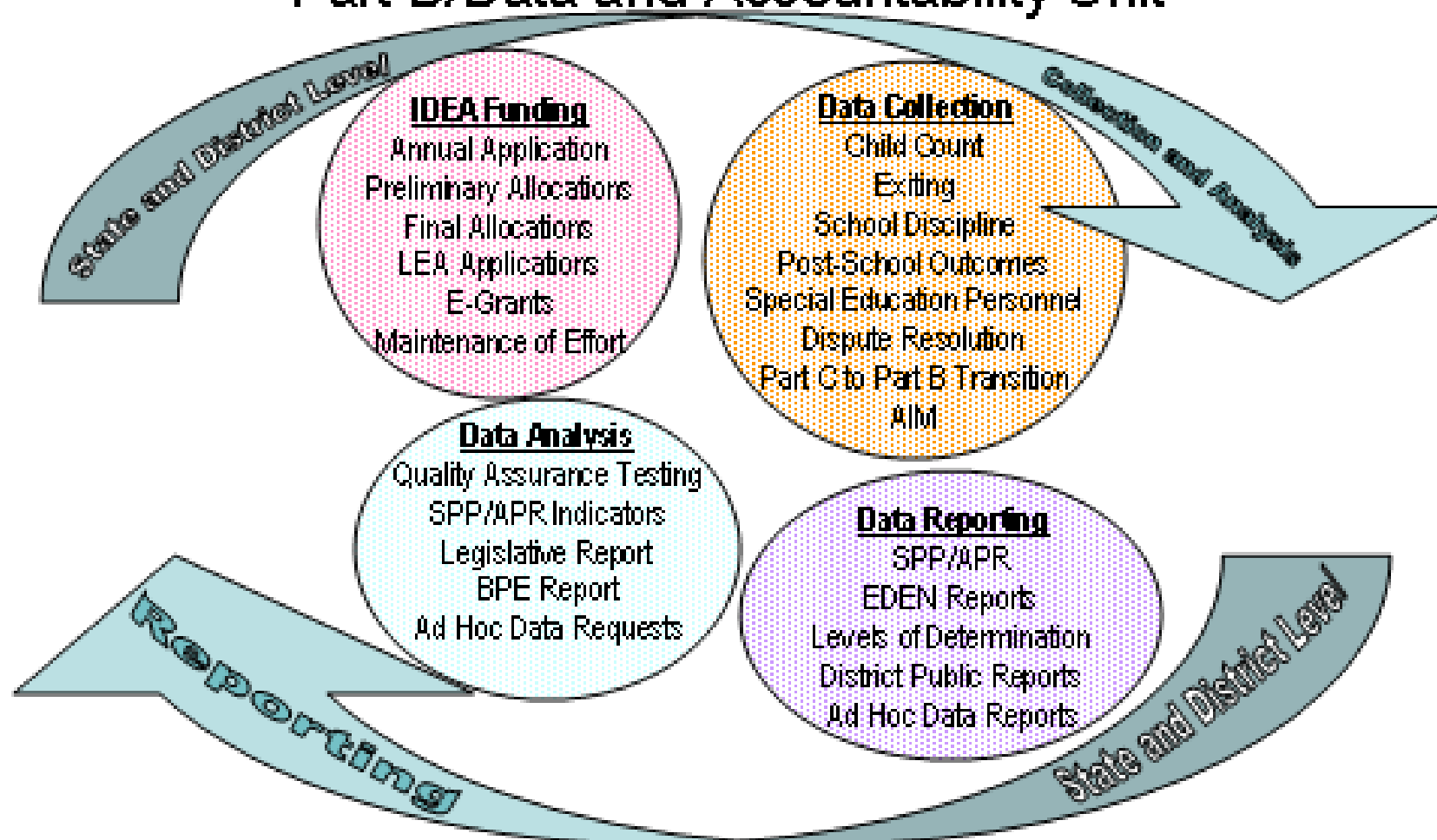
Montana Office of Public Instruction  
Denise Juneau, Superintendent [opi.mt.gov](mailto:opi.mt.gov)



# **School Improvement/Monitoring Unit Acronym Dictionary**

IDEA	Individuals with Disabilities Education Act of 2004
AIM	Achievement in Montana

## OPI Special Education Part B/Data and Accountability Unit



Montana Office of Public Instruction  
Denise Juneau, Superintendent [opi.mt.gov](http://opi.mt.gov)

# Part B/Data and Accountability Unit

## Acronym Dictionary

ADC	Annual Data Collection
AIM	Achievement In Montana—The statewide student data system which includes the Special Education module
APR	Annual Performance Report—The state's annual report to OSEP regarding the state's progress toward the targets in the State Performance Plan
EDEN	Education Data Exchange Network—The portal through which states submit data to the U.S. Department of Education
E-Grants	The OPI's electronic consolidated grant application for all federal grants that are subgranted to schools
IDEA	Individuals with Disabilities Education Act
LEA	Local Education Agency
MOE	Maintenance of Effort—The federal grant requirement that grant recipients maintain expenditures of state and local funds at the level of the previous year's expenditures
OSEP	Office of Special Education Programs—An office within the U.S. Department of Education that oversees the implementation of the IDEA
SPP	State Performance Plan
TA	Technical Assistance—Assistance provided to Montana schools to ensure the collection of valid and reliable data
UAT	User Acceptability Testing—Testing completed on the AIM system to ensure that programming changes meet the OPI requirements

**Appendix D:**

**SPECIAL EDUCATION  
IDEA Part B/Data and Accountability Unit  
CALENDAR OF DATES  
Updated June 2011**

**July**

- ✓ Federal Part B grant letter is received
  - Final Allocation reports are prepared and posted on the Web site
  - Memo is sent to coops/districts announcing final awards are available
  - Any changes needed to E-grants sent to Linda Gardner
  - Review and approve Part-B project applications
- ✓ Validate Suspension/Expulsion Data
- ✓ Validate Exiting Data
- ✓ MOE program changes for coming year identified
- ✓ Preparation for Child Count collection
- ✓ Prepare form to collect Part C to Part B transition (Indicator 12)
- ✓ AIM UAT on June mid-year release
- ✓ Validate Preschool Outcome data (Indicator 7)
- ✓ Prepare LEA Levels of Determination
- ✓ Additional SPP/APR support as needed
  - Preschool Outcomes follow-up
- ✓ Begin working on Assessment validations

**August**

- ✓ Validate Suspension/Expulsion Data
- ✓ Validate Exiting Data
- ✓ MOE program changes for coming year identified
- ✓ Preparation for Child Count collection
- ✓ Provide TA on Post-School Outcomes Survey (Indicator 14)
- ✓ Data collection for Part C to Part B transition (Indicator 12)
- ✓ LEA Levels of Determination published
- ✓ AIM Training begins
- ✓ AIM UAT on June mid-year release (should be in districts by mid-month)
- ✓ Validate Assessment Data for EDEN reporting
- ✓ Additional SPP/APR support as needed
  - Preschool Outcomes follow-up (Indicator 7)
- ✓ Data Training for school districts
- ✓ Begin analysis of Graduation Rates (Indicator 1)
- ✓ Begin analysis of Dropout Rates (Indicator 2)
- ✓ Begin analysis of Suspension and Expulsion (Indicator 4)
- ✓ Begin analysis of Preschool Outcomes (Indicator 7)
- ✓ OSEP Leadership Mega Conference

**September**

- ✓ Preliminary work done on ADC collection of special education personnel data
- ✓ Preparation for Child Count collection (opens last Monday of September)

- ✓ AIM Training
- ✓ AIM UAT on patches
- ✓ Additional SPP/APR support as needed
- ✓ Dispute Resolution table compiled
- ✓ Data Training for school districts
- ✓ Part C to Part B transition follow-up (Indicator 12)
- ✓ Begin analysis of Assessment data (Indicator 3)
- ✓ Begin analysis of Child Find-60-Day Timeline (Indicator 11)
- ✓ Begin analysis of IEP Transition (Indicator 13)
- ✓ School Discipline application opens
  - Assign usernames and passwords

## **October**

- ✓ MOE
  - Programming should be completed and tested by the first of the month
  - Mid-month, attend meeting on MOE with all divisions
  - Mid month, start MOE and special education reversion calculations
- ✓ ADC collection of special education personnel data takes place
- ✓ Validate Suspension/Expulsion Data (submit by 11/1)
- ✓ Validate Exiting Data (submit by 11/1)
- ✓ Child Count collection open (last Monday of September to third Friday of November)
- ✓ AIM Training for school district personnel
- ✓ AIM UAT on patches
- ✓ Additional SPP/APR support as needed
- ✓ Data Training for school districts
- ✓ Private School Child Count
- ✓ School discipline collection TA
- ✓ Preschool Outcomes data analysis (Indicator 7)
- ✓ Begin analysis of Parent Involvement Survey data (Indicator 8)
- ✓ Begin analysis of Part C to Part B transition data (Indicator 12)
- ✓ Post-School Outcomes Survey (Indicator 14)
  - Calculate Response Rates
  - Begin analysis

## **November**

- ✓ SUBMIT Dispute Resolution EDEN file by 11/1
- ✓ SUBMIT Exiting and Discipline EDEN files by 11/1
- ✓ Begin development of APR
- ✓ Coop Membership Reports prepared and sent out
- ✓ Certified Director report (from Kathleen Wanner)
- ✓ MOE
  - Finalize calculations (MOE and reversion)
  - Run preliminary MOE reports and post to Web
  - Notify districts that failed to maintain effort
  - Review applications for MOE exceptions
- ✓ ADC follow-up
- ✓ Child Count
  - Follow-up (closes third Friday of November)

- Begin validations
- ✓ AIM Training
- ✓ AIM UAT on patches
- ✓ Additional SPP/APR support as needed
- ✓ Data Training for school districts
- ✓ School discipline collection TA
- ✓ Begin analysis of Dispute Resolution data
  - Complaints (Indicator 16)
  - Hearings (Indicator 17)
  - Resolution sessions (Indicator 18)
  - Mediations (Indicator 19)

## **December**

- ✓ SUBMIT Assessment Data EDEN files 12/15
- ✓ Validate Child Count Data (due first Wednesday of February)
- ✓ SPP/APR support (due 2/1)
- ✓ Validate Personnel Data
- ✓ Coop membership report follow-up
- ✓ AIM UAT on patches
- ✓ School discipline collection TA
- ✓ Begin analysis of Findings – (Indicator 15)
- ✓ Begin analysis of Timely, Valid, Reliable Data (Indicator 20)

## **January**

- ✓ Validate Child Count Data
- ✓ SPP/APR support
- ✓ Validate Personnel Data
- ✓ Coop membership report follow-up
- ✓ AIM UAT on December release
- ✓ School discipline collection TA
- ✓ Finish analysis of Indicators for SPP/APR
- ✓ Complete APR and revisions to SPP

## **February**

- ✓ SUBMIT Child Count EDEN file and SPP/APR
- ✓ Begin work on preliminary Allocations
- ✓ Begin work on Final MOE Reports
- ✓ Begin looking at changes for exiting
- ✓ Begin looking at changes for school discipline
- ✓ Validate Personnel Data
- ✓ AIM UAT on December release
- ✓ School discipline collection TA
- ✓ Complete Annual Application for Funds Under Part B of the IDEA
  - Post completed application for public comment

## **March**

- ✓ Begin looking at changes for exiting
- ✓ Begin looking at changes for school discipline
- ✓ Final MOE reports are sent out and posted to the OPI Web site

- ✓ Prepare annual report to the Board of Public Education
- ✓ Calculate Disproportionate Representation (Indicators 9 and 10)
- ✓ Calculate Significant Disproportionality
- ✓ Begin work on preliminary Allocations
- ✓ AIM UAT on patches
- ✓ School discipline collection TA

## **April**

- ✓ Prepare for exiting
  - Work with programmer to get necessary changes made
  - Test program
- ✓ Prepare for school discipline
  - Work with programmer to get necessary changes made
  - Test program
- ✓ Prepare annual report to the Board of Public Education
- ✓ Preliminary Allocations published
- ✓ E-Grants file upload QA
- ✓ School discipline collection TA
- ✓ AIM UAT on patches
- ✓ SPP/APR Opportunity for Clarification
- ✓ SUBMIT Annual Application for Funds Under the IDEA

## **May**

- ✓ Exiting opens
- ✓ School Discipline application opens for submission
- ✓ School discipline application TA
- ✓ AIM UAT on patches
- ✓ E-Grants application opens
- ✓ Test District Public Report

## **June**

- ✓ School Discipline and Exiting applications open (close 6/30)
- ✓ AIM UAT on patches
- ✓ School discipline application TA
- ✓ Exiting application TA
- ✓ District Public Report Posted to Web (6/1)
- ✓ Begin work on Assessment validations
- ✓ Begin Child Count Preparation
  - Work with programmer to get necessary changes made
  - Test program